

# *Recreation*

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# A Merry Christmas and a Happy New Year

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# Recreation



THE MAGAZINE OF THE RECREATION MOVEMENT

NOVEMBER 1950

Editor, JOSEPH PRENDERGAST

Managing Editor, DOROTHY DONALDSON

Business Manager, ROSE JAY SCHWARTZ

Vol. XLIV Price 35 Cents No. 6

## On the Cover

Thanksgiving! And the well-worn picnic basket goes to school carrying turkey sandwiches. In the days of childhood, what can be more exciting than a holiday treat?

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RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the *Readers' Guide*. Subscriptions \$3.00 a year. Canadian agency, C. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate \$3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising Representative, H. Thayer Heaton, 415 Lexington Avenue, New York.

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## COMING NEXT MONTH

The December magazine will be the Congress issue, carrying highlights and news of the national recreation meeting in Cleveland. "Untapped Possibilities," an evening address by T. R. Mullen, president of the Lehigh Structural Steel Company, suggests a plan for obtaining help in the financing of recreation. There will be ideas and suggestions for your Christmas party; an article on the Philadelphia project of clubs for older folks; stories about village drama in England and a children's theater in our own South; an article giving an excellent picture of American Youth Hostels, its services and various types of memberships.

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*A Service Organization Supported by Voluntary Contributions*

*Executive Director, JOSEPH PRENDERGAST*



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Affiliate membership in the National Recreation Association is open to all non-profit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

### Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies,

public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

*For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.*



# Hydrology and Water Recreation

**William (Cap'n Bill) Gould Vinal, Ph.D.**

• A fish probably takes water for granted. A dweller in a city also takes water for granted; but cut off a city water supply by sabotage or an atomic bomb, and there would be a panic in a matter of hours. The rustic who believes that he can divine water by a forked stick is better off in his thinking as there is ground water everywhere. There is no doubt that the public, if it knew water facts, would vote that the science of water control and water recreation should remain inviolate, each to the other. The public has not been aroused to express its will water-wise.

Take the matter of reservoirs and water sheds. Like Arabs of the night, hydraulic engineers silently set aside millions of acres every year. They take the most rugged, scenic, wild areas to be found. Since the human animal will foul his own water supply, he has been ruled out by legal signs and high wire fences. Consider the Quabbin Reservoir—the second largest lake in New England. To build it required the wiping out of four towns, the moving of nearly thirty cemeteries, and a sixty-mile aqueduct large enough to drive a truck through to metropolitan Boston. The only intended recreation was waterscapes. After considerable

misgivings, however, fishermen are allowed to stand on shore at specified spots and cast for fish. There are other public reservoirs where boating is allowed and water sheds where camping exists—but not at Quabbin.

The reports on rain making read like fairy tales. Rain makers, like artists, are interested in the tall, billowing, wool-packed clouds. Dr. Wallace E. Howell, from Harvard's Blue Hill Meteorological Observatory, has been seeding promising clouds with silver iodide. The Catskills have been deluged with the heaviest rainfall in the last fifty years. In the meantime, New England is twenty-eight per cent short. Whether or not New York City stole New England rain, the result is the same. If New York City is improvident with reservoirs, there may be need of a law to compel it to let New England's rain alone. Dr. Howell may be a witch apprentice. New York City is voting to renew his contract for another six months. The new technology of rain making is too young to make final conclusions. In any case, floods or drought are not conducive to recreation or the good life.

The story of flood controls is equally dramatic. On July 28, 1950, the dam across the Nubanusit River in New Hampshire, part of a 2.5 million dollar project, was dedicated to the memory of Edward MacDowell, American composer. The waters of Nubanusit come from lakes of many uses. Half Moon Pond is one hundred per cent recreation, being owned by Sargent Camp. Harrisville Pond furnishes power for a typical New England textile mill. Summer cottages are already being built elbow to elbow on its shores. This may be suggestive of a new surpassing value for the lake. Child's Bog has been raised to join Silver Lake as a public water supply. Bogs and their rare plants are becoming less and less. Nubanusit Lake is held in trust by an exclusive summer colony. These are four typical ways of eternally locking up lakes from the public. It is fortunate, indeed, that an old colonial access law set aside the idea that commoners can go fishing. It's a travesty that we, the people, haven't done much thinking in the last 200 years about public waters. It is later than we think for casting a covetous eye on what we have left.

Another striking fact is bound to come home to roost. Too many teachers and recreationists hardly ever give a flood project a passing glance; too of-

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*"Cap'n Bill" Vinal, who formerly served as nature specialist with the NRA, is at present head of recreation training, Massachusetts University, Amherst.*

ten they fail to see its possibilities for recreation. The Nubanusit River, for instance, presents eleven miles of spectacular scenery winding through New Hampshire meadows of white and yellow water lilies, and is studded by blue pickerel weed and gay swamp milkweed. Beaver, wood ducks and fish abound; even deer come down to water.

Water wilderness, however, can still be enjoyed by all people. That idea was perfectly clear when Thoreau and Emerson visited Mt. Monadnock a hundred years ago. All this public domain and the wildlife thereon once belonged to the Indians, individually and collectively. It could again become a wildlife refuge for the enjoyment of folks of the Monadnock region. Rumor has it that the state conservation department of New Hampshire contemplates leasing the flood area from the Federal Government for just that purpose. However, there is not much evidence that the public cares whether it is set aside or not. If, therefore, the ideas inculcated in children by New Hampshire camps—if the ideas of canoeing, naturing and outdoor living live on—we can imagine that someday the ears of the present citizens will burn a plenty if they fail to provide water enjoyment for the future.

A much closer approach to the commonweal has been attained by conservationists who have rehabilitated a farm in one day. Such events have occurred in most states. Each program, like a big football game, attracts an audience of 50,000 peo-

ple. Volunteers run tractors and plows to prevent erosion. Bulldozers scoop out ponds for fire protection and to furnish spring water for stock. Conservation experts advise the owners on how to use the pond for fishing, boating and swimming. As a result of these good neighbor demonstrations, thousands of farms now have scientifically-planned ponds which include possibilities for recreation. And, indeed, should not everyone know a pond from childhood?

Leaders are needed to arouse the intelligent appreciation of water resources. Looking ahead can become the American habit in the aquatic wilderness as well as in the forest wilderness. Recreationists must see to it that our water resources for recreation do not run out on us.

*Hopeful and encouraging trends in this whole problem are the present activities of the Federal Government in studying the recreational use of the nation's water resources, and the appointment of the President's Water Resources Policy Commission. This commission has asked the Federal Inter-Agency Committee on Recreation to act as a subcommittee of the commission. For further information, see Joseph Prendergast's Newsletter of May 1950.—Ed.*

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## Midcentury National Recreation Congress

Summary and news of the 32nd National Recreation Congress, held in Cleveland, October 2-6, 1950, will appear in the December 1950 issue of RECREATION.

## Things You Should Know . . .

- THE AMERICAN ASSOCIATION of Health, Physical Education and Recreation has recently joined the American Institute of Park Executives, the American Recreation Society and the National Recreation Association on the Committee on Surfacing Recreation Areas. It has named two representatives to the committee—Harry C. Thompson, Director of Recreation, Department of Education, Great Neck, Long Island, and John A. Johnson, Supervisor of Health and Physical Education, Department of Education, Des Moines, Iowa.

- FOLLOWING UP the Washington conference—held in January by the Federal Housing and House Finance Agency—the National Recreation Association and the Housing Facilities Branch of the PHA have conferred repeatedly regarding the important problems of providing the necessary recreation facilities and leadership services for residents in housing projects. NRA district representatives are prepared to help communities in working out suitable plans of cooperation. The approach to such plans is not from the standpoint of the housing project but in terms of the needs of the residents of the entire neighborhood. A study of a substantial number of cities, in which there now exist both recreation departments and housing authority projects, emphasizes the need for early local cooperative planning.

- A NOVEL METHOD of helping assure the development of park and recreation facilities in new subdivisions of land has been devised by the city authorities in Claremont, California. They have ruled that subdividers of land within the city are to pay a fee of twenty-five dollars per lot, the funds to be used for park and recreation purposes. A somewhat similar ruling was put into effect in Whittier, California. The NRA would like to hear of other communities that have taken steps to assure the provision of recreation areas in new subdivisions.

- FORTY-SEVEN GRADUATE STUDENTS were reported on the campus of Indiana University last semester, all working for an advanced degree in recreation.

- THE COMMITTEE ON EDUCATION of the American Institute of Park Executives has received the approval and endorsement of that organization for the establishment of regional institutes throughout the country—each affiliated with a college or uni-

versity. Various park and recreation associations will serve as co-sponsors. The New England Institute of Park and Recreation Administration was held at Springfield College in September, Richard S. Westgate of the NRA attending. Registrants represented forty-five organizations from six states.

- ONE PROFESSIONAL AND ONE LAY MEMBER will represent each organization participating in President Truman's White House Conference on Youth in December, 1950. Otto T. Mallery, chairman of the board, and Joseph Prendergast, executive director, will attend for the National Recreation Association.

- AMONG FIRST STEPS in strengthening National Recreation Association district services are not only the realignment of districts and the taking on of additional district staff, but the opening of district offices. As a start, the Great Lakes district office is located in Toledo, that of the Pacific Northwest in Seattle, the Pacific Southwest in Los Angeles, the Middle Atlantic district in New York City, and the New England district in Boston.

- FLORIDA RECREATION EXECUTIVES are planning a meeting to discuss the recreation needs of servicemen in their communities.

- THE NATIONAL RECREATION ASSOCIATION has been asked to be one of the sponsoring agencies of a working conference in physical education for elementary school children to be held in Washington, January 10-17, 1951, and to appoint an official representative to attend. Arthur Williams, of the NRA staff, will serve in that capacity. The conference is being financed by the Athletic Institute of Chicago.

### Errata

On this page in October, 1950, the article by Joseph Prendergast, Executive Director of the NRA, to appear in the October issue of the *Journal of the American Association for Health, Physical Education and Recreation* was "The Areas of Cooperation Between the National Recreation Association and the American Association for Health, Physical Education and Recreation."





Reproduction of an original painting, "Say Yes to Your Faith," by E. F. Ward, courtesy of United Church Canvass—an interfaith agency.

## THANKSGIVING

*We thank Thee, Lord,  
 For all Thy Golden Silences—  
 Silence of moorlands rolling to the skies,  
 Heath-purpled, bracken-clad, aflame with gorse;  
 Silence of deep woods' mystic cloistered calm;  
 Silence of wide seas basking in the sun;  
 Silence of white peaks soaring to the blue;  
 Silence of dawns, when, their matins sung,  
 The little birds do fall asleep again;  
 For the deep silence of the golden noons;  
 Silence of gloamings and the setting sun;  
 Silence of moonlit nights and patterned glades;  
 Silence of stars, magnificently still,  
 Yet ever chanting their Creator's skill;  
 Deep unto deep, within us sound sweet chords  
 Of praise beyond the reach of human words;  
 In our souls' silence, feeling only Thee—  
 We thank Thee, thank Thee,  
 Thank Thee, Lord.*

—John Oxenham

"Today there is great concern over the family . . . Undoubtedly family life is beset with many problems and handicapped by a variety of obstacles."—Lawrence K. Frank in THE SURVEY.

## "WHAT MAKES IT BOUNCE?"

John W. Faust

**W**HAT DOES MAKE home life bounce anyway? What is it that gives it the tang of salt air, the pungency of balsam and pine, the sparkle of a crisp, snowy winter morning? Is it work? This is essential in order that we may live and count for plus one in the scheme of things.

Is it worship? This is the fibre of it. Worship is essential for depth and steadiness in life.

Is it love—not supine, but militant love with its attributes of infinite patience and deep understanding—love of home and homeland, love of friends, of family, of one's fellow man, of beauty in all things? This also is absolutely essential. Without love, color, tang, zest, great inspirations are absent from life.

Work, worship, love are necessary, but given these life lacks resilience; is a car without springs unless we add that great leavener—*play*. Truly play makes life bounce. The leisure of life without play is dull and drab.

Through play or recreation, living is enriched and we keep physically and spiritually fit. Through play in leisure hours, we find our great opportunity

for self-expression, for growth and development, for achieving cultural and spiritual heights. Music, drama and pageantry, creative art, literature and recreation, all forms of play, are absolutely essential to the enrichment of the life of the individual and of the home.

I cannot overemphasize to you the vital importance of building a tradition of play and recreation in your home life. That home is dead, whether it knows it or not, which neglects to set aside leisure hours for the attainment of the higher things of life—for worship, for joyous family recreation, fun in games, creative expression in art, music, dramatics and in handcrafts. No home can hope to hold, nor appreciably influence, its adolescent youth which has done nothing to enrich the minds of its youth with such happy memories of family play time.

There is such a wealth of things which can be done for the enrichment of the family play life that no one need be at a loss. There isn't time to suggest many of them. Let me name just two which combine many interests.

One of the simplest beginnings of building the tradition of play is the family evening "at home," when father and mother and the children make no

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*Mr. Faust is well-known as Middle Atlantic district representative for National Recreation Association.*

outside engagements and plan to spend an hour or two together on the same night each week for reading aloud, music, storytelling, story dramatization, handcrafts and a host of other things which families can find to do together. The responsibility for making the thing go, of course, rests upon Father and Mother. We should be alert, however, to the rich things which our children have to contribute from their own experience in school. It is important that the planning for these evenings should be a family affair and not just a parental one.

As a setting for the other suggestion, may I make a plea that we set aside the evening meal for dining—that almost lost social art. At least one meal a day should be eaten with leisure and spiced with interesting conversation and social joy in each other's company. Here is the suggestion: one family, in order to furnish a conversation reservoir for this, spent a winter in learning about the in-

dustry, husbandry, art, sciences and history which lie back of bringing the simple things of everyday use to the home—the silver, linen, furniture, china, glassware and rugs. At the evening meal, this became the fascinating topic of much of the conversation.

Just these two things—the at-home evening and dining one meal a day—will add much to the zest and joy of home life.

One last word—I want to make the most earnest plea to you that I possibly can to turn inward to the home your clearest thinking, vision and imagination and your deepest devotion to the end that its life may richer, fuller be.

Our homes are the wellsprings of our community and national life. If they are not crystal clear and pure and sparkling, how then can we ever hope to achieve a deep, clean, powerful and steady-flowing stream of national life?

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## A Home Recreation Contest

**D**URING THE SPRINGS of 1949 and 1950, a home recreation contest was conducted in Alameda and Contra Costa counties in California, as a joint project of the recreation departments of the cities and towns in these counties, of the sixteenth and twenty-eighth districts of the California Congress of PTA's and of the *Oakland Tribune*, the local newspaper.

Acting upon a suggestion from Oakland's superintendent of recreation, Robert W. Crawford—who also is serving as state recreation chairman for the PTA Congress—the recreation chairmen of the sixteenth and twenty-eighth district clubs developed a program contest to encourage the creation, development and improvement of recreation facilities in and around the home for all age groups, in the belief that homes which have recreation as a regular part of their lives are happier homes.

It was found to be advantageous for the PTA districts to handle their own contests since they had the opportunity of getting closer to the neighborhood groups. The contest was divided into three divisions—for an indoor play area, an outdoor play and recreation area, and an outdoor living area. The last was judged on its attractive landscaping and planning for the comfort of family and friends. The contest was open to all residents but was restricted to one entry from

each family.

March first was set as the initial day for entries, and April first as the closing date. Judging took place during the last of May (there were approximately seventy-five finalists) and winners were announced the first week in June. Projects were judged only upon the amount of work done since June of last year. Winners were awarded handsome plaques—one for each classification—and duplicate awards were given as there was no competition between districts.

It was stressed throughout the contest that any home improvements should be of the sort an average person could carry out without too much expense, and which could be accomplished in a few well-spent week-ends in the backyard or basement.

A twenty-five page small booklet of suggestions and actual specifications was printed by the newspaper for free distribution. Valuable tips on increasing indoor recreation by utilizing a basement or spare room and for adding a sandbox, playhouse, pond or pool, backyard apparatus, game courts in the driveway and game standards to the outdoor play area were included. A copy of this contest booklet may be secured by writing to Mrs. Helen Iverson, General Supervisor, Oakland Recreation Department, 21-12th Street, Oakland 7, California.



## Home Parties\*

Mabel-Ruth Jackson



MR. KEENAN, the plumber, came from the kitchen where he had been making repairs, and stopped by the dining-room door. The table was decorated with colored crepe-paper runners. Dainty paper cups, filled with tiny gumdrops, were at each plate, along with odd-shaped place cards.

"Having a party?" he asked.

"Just for the family," I told him, smiling.

"A birthday?"

"Yes—the birthday of our state."

And, because he looked interested and because I knew he had small children of his own, I told him of the plan I had devised and was carrying out.

"My youngsters, like all children, love parties," I began. "But they always used to be fretful and tired after one, and I had trouble calming them down. Then I conceived the idea of having quiet little parties for them here at home—for extra occasions—which would please, but not excite them."

"Say, I wish you'd tell me more about it!" Mr. Keenan exclaimed. "I've heard my wife say she dreaded parties because the children were so unmanageable afterwards."

"I find now, that when an outside party does come, my boys take it much more quietly," I said. "They're—well, you might say, *conditioned*."

"I had to hunt for occasions other than the well-known ones in order to give them a party once a month. Valentine's Day and April Fool's Day, also Washington's and Lincoln's birthdays were easy. I looked up other anniversaries—Flag Day, Arbor Day, Columbus Day, and birthdays of persons of note who are not nationally honored."

"This month, as you see, we're celebrating the day our state was admitted into the Union. Every state has a motto and a flower—which helps."

Mr. Keenan looked at the place cards. "Maps of the state," he remarked.

"Yes, my older son made these from drawing paper, and my kindergarten boy colored them and cut them out. They needed very little assistance from me."

"Say, that's pretty good!" Mr. Keenan said admiringly.

"The cards aren't very even, but that's not important. The children are so proud of their work, that they can hardly wait until their father comes home so that they can show it to him. I think it's good for the boys to find that things they have learned at school can be put to practical use."

Mr. Keenan nodded approvingly. "You're right about that."

"There's another benefit from these parties," I added. "The children are the guests. We encourage them to talk, but in turn; that is, they learn not to interrupt but to listen carefully to what the other person is saying. This evening, their father and I will tell them some simple, interesting facts about their home state, and we shall be prepared to answer any questions which they may ask."

"Isn't that a rather large order?" grinned Mr. Keenan. "I'd have to study up."

"Oh, believe me, we do, too," I laughed. "Later we may sing our state song and read a poem or story connected with some incident in the state's history or about a famous native son."

"You know," said Mr. Keenan heartily, "I'm all for this! It seems a grand way to get the youngsters to stay at home. I'm going to pass the idea on to my wife. Thanks a lot for explaining it to me; it's going to be of great help."

\* Released through the courtesy of the National Kindergarten Association, 8 West 40th Street, New York City.

## A LITTLE BIT OF HAPPINESS.



It's time out for a little relaxation in the girls' ward. Recreation periods offer welcome relief from treatment and boredom accompanying hospitalization.

ANYONE who has been confined to a hospital or to a bed at home is well-aware of the drudgery of such long, idle hours. Seemingly wasted hours spent in bed drag tediously; seconds seem like minutes, minutes like hours.

It's hard enough for adults to stay in bed day after day, but it's even greater misery for children, who must shackle their youthful enthusiasms.

Confronted with an idleness problem on a year-round basis, officials of the Sister Elizabeth Kenny Institute in Minneapolis have instigated a program that they believe is successfully alleviating the problem.

Realizing that idle hours give their polio patients time to worry about their illnesses, Kenny personnel handle the program on the theory that occupied hours are swiftly passing, happy hours. Kenny personnel thus offers patients many opportunities to occupy their leisure time by participating in various types of recreational pastimes.

This recreation program might well be considered an important phase of the over-all treatment at the institute. Many of the patients, who are mainly children, are hospitalized for as long as a year and some for even two years. In the case of younger patients, it means being confined during what is usually the most active part of their lives. The older patients, on the other hand, are usually attacked by the disease at a time when they

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*Author wrote this article while working for the Kenny Foundation. At present, Wally Lutz is a reporter on the Sioux Falls Daily Argus Leader in South Dakota.*

Wally Lutz



The May Day rulers interrupt their reign for important business.

## S. - *Kenny Style*

have determined their life's work. Thus, many feel that this malady will alter long-planned ambitions.

At any rate, all patients could easily harbor a continual, silent fear of their useless arms or legs if it were not for the recreation periods.

Undoubtedly, the biggest event in the recreation lives of the patients is the monthly party that is planned and presented either by the patients or the recreation director, Helen Downs. Parties are given on Valentine's Day, the Fourth of July, at Halloween and at Christmas. The patients also celebrate birthdays at smaller parties, go to the Shriner's circus every year, and have special event parties. An example of the last was the Hollywood party where patients designed their own costumes and produced skits impersonating motion picture stars. (See "Hollywood Night," December 1948 RECREATION.)

Outside entertainment is occasionally brought in, but it has been found that the patients usually get restless if too many parties are conducted without their help. Thus, most of the affairs are conducted with patient participation, with community singing one of the more popular events. Miss Downs thinks that the patients would stay up all night singing songs if they were permitted to do so.

She has found that planning a party theme that will satisfy all patients is a difficult job indeed because of the wide range in ages and in tastes. However, the friendly family feeling at the institute has assured the success of all affairs. The patients seem to enjoy getting together (there are separate wards for boys, girls, men and women)

for many find that this companionship replaces the loneliness of home life where there are no brothers or sisters.

To understand how a party is planned and presented, let's take a look at one of the past parties and see how it operated.

Arrangements were made so that Ralph Edwards, master of ceremonies of the "Truth or Consequences" radio program, would stop at the institute while on a personal appearance tour in Minneapolis. A few of the "trusted" polio patients were told of the visit, but were cautioned to keep it a secret. Within a few hours, everyone in the building knew of the party although no one would admit he knew.

This type of "secret" party created great interest in the coming event. The party was to be conducted just as the radio program is held, only the patients would take over, even down to the commercials advertising "Mud," that new washing sensation. Ralph Edwards would be on the program but as a contestant.

The excitement reached its peak on the night before the show. Practically all the older patients, who wore loin cloths during the day to facilitate treatment, prepared—as they usually did for all parties—to wear street clothes. Each patient was made to feel that he was a vital part of the party.

Although everything seemed to go wrong at the final rehearsal, the party night was a big success and reached its climax when Ralph Edwards was squirted with seltzer water for missing a question.

All parties are held in the boys' ward, which is





At "Truth or Consequences" party, Ralph Edwards gets a shower.

the largest. Whenever there's a party, all the beds are pushed to one side of the room. Patients who can't sit up are brought in first for preferred positions. Patients in wheel chairs move in next, followed by those who are relearning to walk.

Nurses and ward aids keep a close watch on all patients and remove any who seem to be getting fatigued.

Whatever the party, whether it's a May Day or Halloween party, it remains in the minds and conversations of the patients for days before and after each event.

Friday night is officially designated as movie night. Serials, cartoons and recent popular hits are shown. Every once and a while, the patients are blessed with a "rip-snortin'" Wild West thriller. Some of the younger patients carry their cap pistols to the show and live every minute of the hero's life. Most of the girls seem to like these westerns and are just as boisterous as the boys when "there's danger a-brewin', pardner."

Actually, Friday isn't the only night for movies since eight television sets, donated by different organizations, supply movies every night. The younger patients, who haven't seen much television, watch the screen for hours, entranced at anything that comes over the airways. Older patients are a bit choosy about what they watch.

Generally speaking, the patients have few nights planned for them, recreationally. Miss Downs wants to get away from any feeling that a patient cannot plan his own recreation and, therefore, each chooses his own pastime on most occasions.

He decides what he wants to do on a particular evening and one of the Kenny personnel, or a volunteer worker, does his best to fulfill that wish if it is reasonable. However, not all requests can be granted. For example, a red-headed young man recently called Miss Downs over to his bed and very seriously asked if he could have two fencing swords.

"My pal and I could fence each other from our beds without getting up," he said. He was persuaded to try another means of entertainment.

Patients pass the time by painting, weaving, making bracelets, knitting, coloring, cutting, playing games or popping corn.

Older men find leather-making both enjoyable and profitable. Having had lessons from an expert brought in by the institute, these

men and some younger boys make and sell belts and sandals. Some of the men intend to continue this work when they have been discharged.

Most of the older women prefer painting. One woman likes to specialize in peasant paintings; while another has learned the art of coloring photographs.

Tuesday night is music night for children under six who have formed a rhythm band composed of sticks, triangles, rattles and tambourines. Using a piano as accompaniment, they play songs and sing for an hour. They're really proud of their organization.

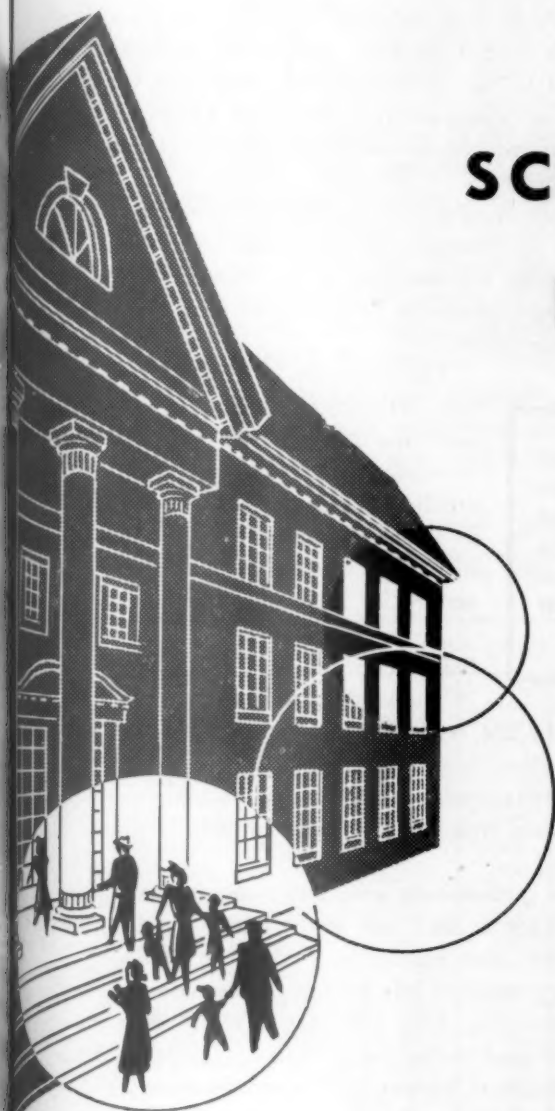
On the whole, the morale of the institute leaves little to be desired. During the patients' waking hours, the institute is constantly ringing with laughter and the happy voices of patients who are victims of one of man's worst enemies—poliomyelitis. If a patient chooses to be gloomy, he is soon kidded out of it by the rest of the group.

When a patient gains in his fight against the common foe, there is no jealousy, but a sincere happiness for the improved patient. Tears come to the eyes of many a departing patient who has won his battle—but is still sorry to leave.

Just how much the recreation benefits affect the general feelings and attitudes of the patients cannot be determined, but recreation has found a permanent home in the Kenny Institute.

"Having fun is the inalienable right of every American citizen. Having fun is the crowning ritual of national life in America."—C. A. Lejeune.

# THE USE OF SCHOOL BUILDINGS FOR RECREATION



This material  
was assembled and summarized  
by H. CLIFTON HUTCHINS  
of the planning staff, National  
Recreation Association.

- Extensive use of school buildings for community recreation and effective cooperative relationships between school and recreation authorities, in the conducting of school centers by recreation departments, are revealed in a study made early in 1950 by the National Recreation Association. The study, limited to the recreational use of facilities in school buildings by municipal recreation departments and community recreation organizations, affords evidence of an increasing readiness on the part of school authorities to make their buildings available for use as community recreation centers. It was designed to reveal the nature and extent of such use, the limitations, if any, imposed by school authorities, the methods of financing, and the administrative arrangements for cooperation between school and recreation departments.

The inquiry was limited to communities with a recreation executive, a year-round recreation program and a better-than-average cooperation between school and recreation authorities in the recreational use of school buildings—as reported by field workers of the association. Cities in which the recreation program in school buildings is conducted by the school authorities were not included in the study. Usable replies were received from 105 superintendents of recreation, to whom the principal inquiry was addressed. The communities from which a response was received are located in thirty-two states, and include localities with a wide range of population.

The conditions and opinions reported in this selective study cannot be considered as representative of the country as a whole, but they do afford a true picture of the recreational use of indoor school facilities in cities where year-round recreation departments conduct community programs in school buildings. Much of the information submitted by the recreation executives is tabulated and recorded in the pages which follow.

### Summary of Findings

The situation, as regards the use of school buildings by recreation departments in the 105 communities covered by the study, may be summarized as follows:

School authorities make available to the recreation department all types of indoor facilities which are suitable for use in the conduct of recreation programs. Gymnasiums, auditoriums and attendant service rooms are used more frequently for recreation and in more cities than other school facilities.

Many types of school facilities, now used in a few cities, would be made available to more recreation departments if these departments had the personnel with which to conduct a program in them.

Weekday evenings and weekdays after school are the most popular times of use for recreation, with somewhat less use on school vacation days and Saturday mornings, and little use during school hours.

There is a widespread disposition on the part of boards of education to make their publicly-owned facilities available for community use with as few limitations as possible. Few boards impose unreasonable restrictions which interfere with the effectiveness of the recreation program; the "no smoking" rule is the only such restriction frequently reported.

More than one-half of the school authorities share in the cost of the recreation program; approximately one-fourth contribute funds to the recreation department or carry a recreation item in their budget. One-fourth of the recreation departments are not required to make any payment for the use of school buildings; the others merely meet the cost of custodial service, pay a rental fee for the facilities used or carry other use charges.

The recreational use of school buildings is sometimes reciprocated by school use of municipal recreation properties.

Board of education requirements as to numbers or kinds of personnel to be employed in schools

used for recreation are few and reasonable; they usually call for less personnel than the recreation department would, in any case, require for its program.

Membership of a school board member on the recreation board is the most common administrative device for facilitating cooperation between school and recreation authorities; nearly half of the cities report it.

Periodic joint meetings of school and recreation boards or staff members, assignment of school personnel to the recreation staff, and joint employment of administrative personnel by school and recreation agencies are other effective cooperative arrangements.

In the opinion of recreation executives, a mutual desire to cooperate, an understanding of common objectives, and an effort to cultivate good personal relationships are the factors which contribute most to cooperation.

The necessity of using, for recreation, school buildings not designed for such use presents, by far, the most common obstacle to cooperation in the conduct of school centers. Joint action in planning new schools for community use is considered an effective procedure for solving difficulties.

### School Facilities Used and Times of Use

The kinds of indoor school facilities used by the recreation authorities and the times when these facilities are used for recreation were the first subjects of inquiry. A tabulation of the responses from the 105 communities is given in Table I.

The gymnasium, with 102 communities reporting its use at least part of the time, is unquestionably the most frequently used major facility, and the aggregate of 383 uses is the highest reported. Auditoriums, with 308 uses, are the next most widely used major indoor space. The large number of uses of shower and locker rooms is presumably an accompaniment to gymnasium activities. Playrooms, classrooms and community rooms serve for a variety of activities in many cities. Cafeterias, cooking and sewing labs, music and art rooms receive relatively little community recreation use. The fact that thirty-three cities report the use of hallways for recreation perhaps reflects the lack of indoor spaces suitable for this purpose. The smallest numbers of reported uses are among those facilities found in few schools, namely rifle ranges, photography rooms and the like. Summer use of toilet rooms in connection with adjoining

#### F E E S

Specific data on charges for the use of school buildings in twenty-two cities is available in bulletin form upon request from the association.



playgrounds may account, in part, for the high aggregate total uses for these facilities.

It should be pointed out that the figures in Table I do not give a complete picture of the school facilities that are suitable and available for recreation in the cities reporting, nor do they represent all the facilities which the school authorities are willing to make available for community recreation use. They record primarily the facilities which the recreation departments have asked the school boards to turn over to them for their program. Ten recreation executives volunteered the information that any suitable rooms in the schools of their city would be made available to them upon request; several others who reported the use of only a few facilities stated that they had never asked the school board for permission to use others. A few reported that several types of school facilities in their city were being used for an adult education program. It is clear that recreation department funds, personnel and programs, rather than rulings of the school authorities, determine the nature and extent of the use of school buildings in many cities.

The most popular times for using school facilities, as indicated by Table I, are weekday eve-

nings, with after-school hours in second place, followed by vacation days and Saturday mornings. It should be remembered that school properties are made available to outside organizations only when such use does not interfere with the school program. The limited use of facilities during school hours probably reflects the present need for all available indoor school space as well as the absence in most older school buildings of such facilities as conference rooms and community rooms, which might not be used full time for school purposes.

The times of greatest use reported for each facility are indicated by the horizontal lines of the table. Auditoriums, for example, are most often used on weekday evenings and, to a lesser degree, after school hours on weekday afternoons, Saturday mornings and during school vacations. The same is true of gymnasiums, toilets, shower and locker rooms—as might be expected. Community rooms, libraries, cafeterias, conference rooms, classrooms and other smaller facilities show greatest frequency of use on schoolday afternoons and evenings and somewhat less on nonschool days. Swimming pools and office space apparently have greater frequency of use on nonschool days.

The columns of Table I show the relative fre-

Table I. SCHOOL FACILITIES USED FOR RECREATION BY TIMES OF USE (105 Communities)

| FACILITIES                    | Cities Reporting | Aggregate Uses | Number of Cities Reporting Use |                     |                 |                   |                    |          |           |                      |
|-------------------------------|------------------|----------------|--------------------------------|---------------------|-----------------|-------------------|--------------------|----------|-----------|----------------------|
|                               |                  |                | During school sessions         | Wkdays after school | Wkday eve-nings | Saturday mornings | Saturday eve-nings | Sun-days | Holi-days | School vacation days |
| Gymnasiums .....              | 102              | 383            | 9                              | 67                  | 93              | 66                | 42                 | 16       | 30        | 60                   |
| Toilet rooms .....            | 94               | 397            | 13                             | 72                  | 86              | 67                | 41                 | 19       | 33        | 66                   |
| Showers and lockers .....     | 86               | 327            | 8                              | 53                  | 80              | 59                | 37                 | 16       | 26        | 48                   |
| Auditoriums .....             | 78               | 308            | 8                              | 53                  | 76              | 46                | 34                 | 20       | 25        | 46                   |
| Playrooms .....               | 62               | 234            | 7                              | 49                  | 54              | 40                | 24                 | 8        | 15        | 37                   |
| Classrooms—other .....        | 44               | 158            | 5                              | 34                  | 39              | 22                | 16                 | 7        | 13        | 22                   |
| Hallways .....                | 37               | 127            | 3                              | 28                  | 33              | 19                | 11                 | 4        | 9         | 20                   |
| Bulk storage space .....      | 34               | 161            | 17                             | 24                  | 29              | 22                | 15                 | 13       | 16        | 25                   |
| Community rooms .....         | 32               | 126            | 3                              | 28                  | 31              | 21                | 14                 | 4        | 8         | 17                   |
| Conference rooms .....        | 28               | 113            | 8                              | 24                  | 24              | 15                | 10                 | 4        | 9         | 18                   |
| Shops (industrial arts) ..... | 26               | 44             | 2                              | 7                   | 21              | 3                 | 2                  | 2        | 2         | 5                    |
| Music rooms .....             | 26               | 80             | 3                              | 14                  | 24              | 10                | 7                  | 3        | 6         | 13                   |
| Swimming pools .....          | 24               | 56             | 1                              | 9                   | 14              | 7                 | 4                  | 1        | 4         | 16                   |
| Cafeterias .....              | 22               | 67             | ..                             | 12                  | 20              | 7                 | 8                  | 5        | 6         | 9                    |
| Art rooms .....               | 17               | 57             | 2                              | 11                  | 15              | 6                 | 5                  | 3        | 5         | 10                   |
| Kindergartens .....           | 15               | 45             | 2                              | 11                  | 12              | 4                 | 2                  | 1        | 3         | 10                   |
| Craft workshops .....         | 15               | 42             | 1                              | 8                   | 14              | 4                 | 4                  | 3        | 3         | 5                    |
| Office space .....            | 13               | 75             | 8                              | 10                  | 11              | 10                | 8                  | 7        | 9         | 12                   |
| Libraries .....               | 13               | 38             | 1                              | 6                   | 11              | 4                 | 4                  | 3        | 3         | 6                    |
| Sewing labs .....             | 13               | 26             | 1                              | 4                   | 10              | 2                 | 2                  | 2        | 2         | 3                    |
| Cooking labs .....            | 12               | 22             | 1                              | 4                   | 9               | 1                 | 2                  | 1        | 1         | 3                    |
| Drama workshops .....         | 11               | 34             | 2                              | 6                   | 10              | 4                 | 3                  | 1        | 2         | 6                    |
| Lounges .....                 | 9                | 29             | ..                             | 6                   | 6               | 4                 | 4                  | 3        | 3         | 3                    |
| Rifle ranges .....            | 8                | 12             | 1                              | 1                   | 6               | 3                 | ..                 | ..       | ..        | 1                    |
| Science rooms .....           | 5                | 13             | ..                             | 3                   | 4               | 1                 | 1                  | 1        | 1         | 2                    |
| Photography labs .....        | 5                | 7              | 1                              | 1                   | 5               | ..                | ..                 | ..       | ..        | ..                   |
| Teen club room .....          | 1                | 5              | 1                              | 1                   | 1               | ..                | 1                  | ..       | ..        | 1                    |
| Children's theater .....      | 1                | 3              | ..                             | ..                  | 1               | 1                 | 1                  | ..       | ..        | ..                   |
| Totals .....                  | 833              | 2989           | 108                            | 546                 | 739             | 448               | 302                | 148      | 234       | 464                  |

quency of use of each facility in each time period. During school hours, when facilities are not generally available for recreation, toilet rooms and bulk storage space show most frequent use. On weekdays after school, the auditoriums, gymnasiums, playrooms and related facilities are most frequently reported. On weekday evenings, the same facilities are most popular, and ordinary classrooms receive considerable use. Many special rooms such as shops, labs, music and art rooms and rifle ranges are more widely used on weekday evenings than at any other time, but more swimming pools are open on vacation days.

#### Board of Education Restrictions on the Use of Buildings

The restrictions on the checklist submitted to recreation executives, together with the aggregate number of responses for each, are given in Table II. In checking the items, executives were asked to limit their responses to those "which interfere with the effectiveness of your program." The responses thus are presumed to reflect sore spots in the relations of recreation and school authorities except for the one-third of the sampling that reported no hampering restrictions.

a prohibition of smoking as interfering with their programs. Thus, it appears that in a substantial number of communities, "no smoking" regulations either do not exist or, if they do, do not prove a burdensome restriction.

The relatively small number of instances in which the other types of restrictions hamper the program is important. It reveals a widespread disposition on the part of boards of education to make their publicly-owned facilities available for community use with as few limitations as possible. Four-fifths or more of the boards of education in the communities studied, in allowing use of their buildings, place no serious obstacles, apart from smoking restrictions, in the way of recreation departments.

None of the restrictions reported appears to offer insurmountable obstacles. Difficulties, such as the "inability to secure regular use of school buildings as scheduled," are clearly the result of either insufficient facilities or the lack of proper agreement between school and recreation authorities.

On certain of the items, recreation authorities were asked to specify the precise situation that caused difficulty. Relatively few did this but the specifications in those instances are of interest.

Table II. RESTRICTIONS ON THE USE OF SCHOOL BUILDINGS FOR RECREATION (105 communities)

| Type of Restriction  | Frequency |
|--|-----------|
| No response or "none" .....  | 34        |
| Smoking prohibited or restricted in school buildings.....                | 46        |
| Requirement of the employment of certain school personnel.....           | 19        |
| Restrictions on the charging of admission for the program events.....    | 16        |
| Use of school equipment (e.g. pianos) prohibited or restricted.....      | 16        |
| Imposition of unusually high rental fees for building use.....           | 10        |
| Refusal of the use of certain school facilities.....                     | 10        |
| Requirement of too early a closing hour.....                             | 9         |
| Refusal of available school facilities at times when needed.....         | 8         |
| Prohibition of particular recreation activities in the buildings.....    | 6         |
| Restrictions on the charges of fees for participation in activities..... | 3         |
| Use restricted to children only.....                                     | 1         |

Inability to secure regular use of buildings as scheduled was listed by eighteen recreation executives as interfering with effective conduct of their programs; and one reported inadequate heat as a restricting factor.

The type of restriction that seems to interfere most with the use of schools for recreation is the prohibition of smoking. Twenty-two of the forty-six communities reporting this restriction are in states that prohibit smoking in all public buildings. It is perhaps significant that fifty-nine, or more than half the communities reporting, do not report

As to types of school equipment the use of which is prohibited to recreation leaders, two mentioned gymnasium equipment; one, the public address system; one, the pianos; and one, the sewing machines and stoves in the home economics laboratories. As to the school-imposed closing hours that are considered "too early," two reported nine p. m.; one, ten p. m.; and one, ten-thirty p. m. Of the nineteen respondents checking "requirement of the employment of certain school personnel," eleven specified custodial workers; two specified "teacher"; and one, a "supervisor".

The only activity mentioned as prohibited in school buildings was square dancing in two communities. On the matter of what constitutes an "unusually high rental fee for building use," there is some difference of opinion, as revealed by the following responses to this item:

- \$10 for custodian for gymnasium (Calif.)
- \$15 for rehearsals, \$20 for presentations in auditorium (Ga.)
- \$100 per night for high school gymnasium (Iowa)
- \$25 per night plus janitor for gymnasium (Miss.)
- \$ 4 per hour for gymnasium (Ore.)
- \$15 per gymnasium (Texas)

The refusal of available school facilities at times when needed for recreation use was reported eight times, Saturdays being mentioned in the only two instances specified. The recreation executives reporting "restrictions on the charging of admission for program events" at school facilities noted that a larger rental fee applied for auditoriums or gymnasiums when admissions are charged. This fee, in most cases, is the same as any other community group using the facility and charging an admission fee is required to pay for its use. In other words, recreation departments generally lose their favored status when they charge admission for programs in school buildings.

*(To be continued in December)*

## Harry H. Stoops Elected ARS President



**H**ARRY H. STOOPS, assistant to the director of the State Recreation Commission of California, has been elected to the presidency of the American Recreation Society at their annual business meeting during the National

Recreation Congress in Cleveland. Mr. Stoops, a graduate of the University of California and of the National Recreation School, has been actively engaged in recreation work for over twenty years.

His first paid experience in this field consisted of service as playground director, special organizer and director of summer activities for the recreation department of Berkeley, California. During his seven years there, he also served a great part of the time as organizer and director of Stephens Union in that city. Recently, and for some time, he has been conducting a correspondence course for the Extension Division of the University of California, on "The Administration of Community Recreation."

At present, California defense measures have called for his appointment as area planning director for the California State Disaster Council, for the nine Bay Area counties. In this capacity, he

is now on loan from the commission, at the request of Governor Warren, to devote full time to civilian defense, and has been functioning in his new assignment since the eighth of August. During the second World War, Mr. Stoops held the position of Regional Recreation Representative with the Federal Security Agency.

Other new officers of the American Recreation Society are: first vice-president, G. B. Fitzgerald, recreation director of the University of Minnesota, Minneapolis; second vice-president, G. Ott Romney, dean of the School of Physical Education, University of Virginia, Morgantown; secretary, Madolin E. Cannon, recreation consultant for the Eastern Area of American Red Cross Headquarters in Alexandria, Virginia; and treasurer, Harry C. English, director of neighbor centers of the recreation department of Washington, D. C.

### Recreation Job Opportunities

The American Red Cross needs experienced women recreation workers for positions in military hospitals in the United States and overseas. Write to the Personnel Director, American Red Cross, at the nearest area office: 615 North St. Asaph Street, Alexandria, Virginia; 1209 Washington Street, St. Louis 3, Missouri; 230 Spring Street, NW, Atlanta 3, Georgia; 1550 Sutter Street, San Francisco 1, California.



# Games for **THANKSGIVING**



**A**FTER THAT big Thanksgiving dinner, afterwards at the community center, or during the Thanksgiving party, the following games will be loads of fun. Easily adapted to the turkey season, they are contributed by National Recreation Association leadership training specialists—Helen Dauncey, Anne Livingston and Mildred Scanlon.

## **Around the Dinner Table**

**Turkey**—Pencil and paper are provided for each guest. If dice aren't available, mark two cubes of sugar as a substitute. Each player has a turn at rolling the cubes, his object being to get a pair of sixes so that he may start his picture of a turkey. When he succeeds, he then tries his luck or skill at throwing for the following numbers to help him complete his drawing:

|                     |    |                |
|---------------------|----|----------------|
| 2 sixes=body        | 7  | tail feathers  |
| number 2=leg        | 8  | (Each turkey   |
| 3=toe               | 9  | =must have at  |
| 4=neck              | 10 | least five     |
| 5=red piece of head | 11 | tail feathers) |
| 6=eye               |    |                |

The player who first finishes his picture of Mr. Turkey is hailed as the winner.

**Toothpick Pictures**—Although this is particularly exciting to four and five-year-olds, it is surprising how many other age groups will be intrigued. Youngsters are given a box of toothpicks with which to make pictures on the table. For variation, a little mound of confetti is given to each child plus a dab of paste and a sheet of paper. He can then make pictures which will be as gay and colorful as his imagination.

**Fortune Spin**—The leader spins a milk bottle on the table in the center of the circle formed by the guests. While the bottle is spinning, he asks a question aloud. The person to whom the bottle points when it stops is the answer to the question. Some of the things to be asked might include:

Who will: win the Mr. America contest; lose her upper plate; gain forty pounds; become executive of his office; and so forth.

**Pig**—Playing cards—or pieces of colored construction paper or numbered squares of plain white paper—can be used for this game. The cards are dealt to the players. In the middle of the table are spoons, clothespins or any other selected article—but one less in number than the group of players. When the leader says "Now!" each player passes one card, face down, to the person on his right. Each is trying to get four cards of a kind, so continues passing only those which he does not want. When he does get his four-of-a-kind, he quietly places them, face down, on the table and, as inconspicuously as possible, reaches out and picks up one spoon. Of course, the minute anyone notices this, he follows suit. Soon everyone is grabbing for a spoon and, since there's one short, someone is left without one, thereby earning a P—the first letter in **PIG**. Each failure means the addition of another letter, and the person who becomes **PIG** first is the loser.

**Card Trick by Mr. Wizard**—Sometimes it's almost as much fun being a spectator as a participant—especially when there's magic ahead! For this trick, all cards retain their face value with the

exception of the Jack, Queen and King. They are given new values—11, 12 and 13, respectively. (Numbered cards one through thirteen, four sets each having a different color may also be used here.) Mr. Wizard, beginning with the first card he turns face upward, builds the entire deck with stacks of 13. If he turns up 8, the next card—no matter what it is—will be counted as 9, the next 10, then 11, 12, 13. Starting with the next card, he begins another stack of 13, all cards facing upward. After all the cards have been dealt off to make complete stacks of 13 (don't worry if you haven't used the complete deck), he asks someone to select three stacks and turn them face downward. Mr. Wizard then picks up all the remaining stacks and places them with the ones left over—if there are any. Next, he asks someone to turn up the top card of two of the stacks and announces that he will now name the top card of the third stack.

**Solution:** Mr. Wizard has totalled the sum of the two cards turned face downward and added 10 to the total. He deals off the number of cards and then counts the number remaining. If five cards are left, the top card will be the 5; if 1, it will be the ace; if 12 cards remain, it will be the queen.

### Away from the Table

**Balance**—This is quite a stunt after a full-course Thanksgiving feast! Two people hold a yardstick about shoulder high. The rest of the players form a line and pass under the stick without touching it, and without permitting their knees or hands to touch the floor. Each time the column passes through, the stick is lowered—until, finally, it is so low that the remaining players will also be disqualified.

**Huckle Buckle Bean Stalk**—All players leave the room or close their eyes while one person hides an object—thimble, penny, button—in plain sight, but not easy to see. It must be visible without having to move any other objects. The players return or open their eyes and start looking for it. When a player discovers the object, he takes his seat and says "Huckle Buckle Bean Stalk." Players must not touch it or look at it after they are seated. The game continues until everyone has found it or until the leader declares the game is over. The first discoverer may be the one to do the hiding for the next round.

**Form a Circle**—Guests wander about the room until they hear the sudden call "Make circles of . . . three!" Guests who are not part of a circle of three within one second are eliminated from the

game. The leader allows a few seconds for sociability within the circles, then calls "Break up!" Each player is on his own again until the next call, "Make circles of . . . five!" Or six, or seven, or any number. To bring the game to a climax for the last round, ask players to form circles of eleven. They never make it!

**Where's My Partner?**—The group is divided into two circles, one of which is slightly larger than the other. The smaller circle goes inside the larger one and members of the outer circle turn their backs on those forming the inner circle. The players in each circle link arms. To the accompaniment of piano or phonograph music, the two circles move in opposite directions, singing some well-known song. At a signal, all arms are quickly unlinked and the players in the two circles face each other and find partners by placing both hands on the shoulders of someone in the opposite circle. But, because the two groups are uneven in size, there are not enough shoulders to go around. Players left without a partner are eliminated from the game. The remaining participants again form inner and outer circles, link arms and move in opposite directions, singing another popular song. At a signal, they spin around and pursue their partners as before.



**Woodpile**—An empty pop bottle is placed on the floor. Players sit around in a circle and each is given a certain number of kitchen matches—fifteen is usually a good number with which to start. The object of the game is to see who can get rid of his matches first. The first player puts one match across the opening of the bottle; the second adds one of his; the third, one of his, and so on. If a player knocks any matches off in putting his on, the number displaced must be added to his original number. If any are knocked down inside the bottle, the number displaced must be taken from an extra supply and added to the original number. As many as 200 matches can be built atop of one bottle. Caution: If planning this game for children, be sure to use only burned matches to avoid danger of fire.



Contestants shucked corn for a furious five minutes. Helton tried to stack ears in neat piles—but soon gave up.

## THE HUSKING BEE



Youngest competitor at bee was James Bischoff, twelve.



Champ Helton and runner-up C. Farmer win trophies.

**I**T WAS EIGHT P. M. and nearly 1,000 people, all ages, were milling around in the gaily-decorated Fairdale Playtorium. Outside it was dark and raining, but a festival spirit prevailed inside.

The stage was set. In the center of the room fifty bushels of corn had been dumped. On the bandstand a hillbilly sextet was holding forth with stringy gusto. Tots sat on their fathers' shoulders, eagerly waiting for the festivities to begin. Then the master of ceremonies stepped up to the microphone and the music stopped. Booming out of a loudspeaker came the words: "The Third Jefferson County Huskin' Bee is about to get under way!"

Overalled men and plaid-shirted girls pressed forward to give their names to Oakley Brown, assistant director of county recreation. Twenty-one of them took their places around the pile of corn and then dropped to their knees. A signal was given and the husks began to fly.

For five feverish minutes the contestants ripped the yellowish brown husks from the corn. They tossed the ears behind them, and volunteer helpers tried to keep them in neat piles—although that was often difficult. As the big stack dwindled, frantic contenders dived into the center to draw more raw material near them. Then the five minutes were gone. Cornhuskers straightened up, arched their backs, and looked to see how great their output had been. The judges began to count the ears.

Again the master of ceremonies stepped up. "The winnah, W. M. Helton, of Valley Station. One hundred and thirty-seven ears!" More than twenty-seven ears a minute or an ear about every three seconds. Some huskin'!

There was more, too, to the festival cooked up by the recreation board. Guys and gals swung their partners in old-fashioned square dancing, and awards were given for the "best-dressed."

From Glasgow, 115 miles away, came a hillbilly band leader who played banjo and guitar and danced a special jig, much to the amusement of the many youngsters. In addition, the entertainment included a country-cousin dance and the singing of a group of close-harmony boys. Many cornstalks, two buggies, red wagon wheels, and blue, black and orange streamers set a colorful scene.

Excerpted from *The Courier-Journal Magazine*, December 4, 1949, Louisville, Kentucky.





Quilt showing Indian who, legend says, threw 30,000 islands into Georgian Bay.

Louise Colley

## A County Quilt and Rug Fair

**A**N EVENT which attracted a good deal of attention last year was the Quilt and Rug Fair held in the town of Midland, Ontario, early in August. The suggestion to have such a fair was made by William Cranston, editor of the *Midland Free Press Herald*, at a general meeting of the Simcoe County Arts and Crafts Association. He thought it was important that emphasis be put on the preservation of the crafts indigenous to Simcoe County, and saw in the promotion of a Quilt and Rug Fair an opportunity to do this and also to attract tourists to the town of Midland. His suggestion met with great enthusiasm. A committee was set up to make and carry out plans, and soon things began to roll.

Throughout the year, from October to the following August, the people on the committee worked harmoniously together. There were many problems to solve and details to work out, but they enjoyed it. There was the excitement of the unknown about the venture, and all sorts of interesting things happened as the project progressed.

First of all, Thor Hansen, Danish-Canadian artist, who had been the guest speaker at the meeting at which Mr. Cranston had made his suggestion, offered to develop quilt and rug designs depicting historical events related to the Huronia

district and flora and fauna native to the county. Almost before the committee had gotten itself into gear, some of Mr. Hansen's designs arrived. Excitement mounted as we looked these over. There were quilt designs using the trillium, lady's slipper, Canada goose, an old grist mill, swamp cabbage, trumpeter swan and oxen and yoke. There was one called "Georgian Bay Crazy Quilt" and another called "Huronian Trails." The latter showed a conventionalized design using a cloud and a canoe on one block and, on the alternate blocks, the traditional five canoe trails said to have entered Huronia during the days of Brebeuf and Lalemande. One striking over-all design illustrated the legend about the Indian who threw the 30,000 islands into Georgian Bay. There were rug designs, too, called "The Oxen and Yoke," "The Lumberjack," and so forth.

In order that people throughout the county might see these designs, members of the committee spent many a Saturday afternoon tracing and coloring them so that there might be duplicate sets to display and later to distribute. Then they traveled many miles throughout the county, showing them to women's institutes, agricultural and church groups who had asked to see them.

One winter afternoon, two members made a tour of about one hundred miles, during which they visited three groups in the western part of the county. One of these groups arranged for the

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designs to be displayed in a feed store in their tiny village. Evidently half of the feed store was being used as a church and half was for its usual business. We considered ourselves particularly honored when we found that we were to be on the church side. All the women in that community were out to hear about the fair and to view the designs. Even the older schoolgirls were on hand for they had been allowed to leave school early especially for this event.

As the year of planning progressed, activity became more and more intense. Various county newspapers cooperated by supplying space for articles about the fair. One contributed posters; another printed entry forms without charge. The local radio station at Orillia carried a special interview with a member of the committee.

The Canadian Handicrafts Guild loaned us, for display, a white heirloom quilt and a number of unusual photographs which illustrated the art of quilt-making.

Local members collected quilts from each area of the county, built frames on which to mount them for display, had a large wooden sign painted to place outside the hall, and arranged for insurance on the quilts and rugs.

The week of the fair was the hottest one of the summer. For three evenings, members of the committee staggered about with quilts and rugs, sorted, catalogued and hung them—about two hundred odd—in the attractive hall of the United Church in Midland. Articles which were for sale were hung on the mezzanine floor, which could be seen from below; while on the ground floor were placed the quilts and rugs which were for display only. Owing to some late entries, all the quilts and rugs were still not up by Thursday morning, July 28, when the fair was scheduled to begin. However, promptly at ten a.m. the doors were opened and, to the committee's surprise, there was an immediate influx of people. The committee didn't catch its breath until noon when there was a temporary lull, and realized then that part of the crowd had been made up of three busloads sponsored by women's institute groups from various parts of the county and by passengers of a boat which had docked at Midland for a few hours. Already two quilts had been sold, and everyone who came seemed delighted with the fair.

And well they might be! For it was a beautiful sight. Three quilts, using Mr. Hansen's designs, were hung side by side at one end of the room. They were "The Old Grist Mill," "Canada Goose" and "The Trillium." On the dais below them, Thor Hansen's designs were on display and made an

impressive showing. Around the room, in cubicles, over railings and on walls, were hung the most colorful and interesting array of quilts and rugs ever to be gathered in one place—in our county, at least. There were quilts using traditional designs such as the "Double Wedding Ring," "Rob Peter to Pay Paul," "The Dresden China Plate" and many others. There was one pure white quilt with quilting just one-quarter of an inch apart, which was over one hundred years old. Its tiny stitches traced the design of the thistle, shamrock, rose and maple leaf. There was a huge braided rug in gay fiesta colors, which would grace any floor; hooked rugs with an Oriental flavor (but made in Simcoe County); and two using Thor Hansen's designs, "The Lumberjack" and "Fort Ste. Marie."

The Quilt and Rug Fair was really a success. Over 1,700 people came to see it and some came long distances just for this event. We were pleased about that, but even more gratified that groups chartered busses and came from the small villages and crossroads of our own county.

A feeling of good fellowship and congeniality permeated these three days. Of course, this was partly because of the committee whose members worked untiringly and with great good humor. Two housewives literally moved to Midland to be on hand throughout the fair, and one business girl took her vacation that week so that she could be there all the time, too. Many others took turns "hostessing" and door-tending. Such wholehearted cooperation made for good organization and a smooth running fair. Then, too, the people who came were so interested and appreciative of one another's work. Perhaps the fact that no prizes were awarded contributed to this. No quilt or rug was arbitrarily judged better than another, except by private opinions perhaps, and each article was examined and enjoyed according to its beauty and good workmanship.

Because the fair was such a success, another one was planned for this year. The dates were August 3, 4 and 5 and the place again was the United Church Hall in Midland. Added attractions were quilts and rugs using designs developed by our own county artists; a county quilt made up of blocks in the shape of each township and upon which groups applied motifs illustrating historical events in their townships, and was quilted at the fair; and a variety of arts and crafts made by people throughout the county. A number of outstanding quilts were entered from the province at large, and the same quota of traditional and modern quilts from the people of Simcoe County.

# The Wheel Has Turned Full Circle

Evelyn Spencer

**D**URING SOME FIFTEEN years in the field of group work, both as a volunteer and professionally, I found myself becoming more and more interested in those children and adults who, for one reason or another, did not seem to fit into the group, who presented "problems". These were generally problems which did not seem to resolve themselves through the ordinary devices which are the tools of any group or recreation worker. Therefore, I finally shifted into the field of individual therapy, and have since spent my professional time as a counsellor in a mental hygiene clinic. I had come to feel that whatever usefulness I might have would be better expressed in this kind of individual, face-to-face setting.

An interesting thing began to happen immediately. While working with individuals in an effort to study their needs and to assist them with their difficulties, I found myself constantly recommending some kind of group activity to them, actually to be regarded as part of their therapy. And, in many, many instances, these individuals have benefited immeasurably from their participation in such activities. It would seem that the wheel has turned full circle! As a matter of fact, it has swung past its starting point—in our own clinic we are now initiating group therapy with our patients because it has been found to be beneficial to people with common problems and complaints to share them with others and to learn from each other. This tells us something important about the values of groups as such.

My purpose in describing this individual experience is to get us to begin to see the close relationship between group work and recreation and mental health. We talk a great deal nowadays about prevention, about keeping unfortunate and un-

happy things from happening to people. Medicine is full of examples of this. We take typhoid shots, whooping cough shots; we require vaccination against smallpox; we employ Patch tests for the early detection of tuberculosis; we encourage periodic physical and dental check-ups. All of this is wisely done to keep trouble from getting started or, if it has done so, to catch it early, when the chance of real cure is best. In the field of emotional illness, we are trying to do the same kind of thing. No one knows statistically, but I am sure it is quite true, that all of our group work and recreational organizations have done and are doing a great deal towards the prevention of later difficulties, emotional in origin, which may otherwise end in an individual having to seek special and expert help because of nervous or personality difficulties.

To clarify this thought further, it is obvious that we must move out of general statements like the above to specific ones, and we may properly begin to do that by defining what is meant by mental health, and seeing how that definition may apply to the things which group activity is doing and can do towards its promotion. If we can find, through doing this, some clues which do relate, then the purpose of this paper will at least be pointed up, if not exhaustively covered.

Let us, therefore, combine two definitions of

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*This paper was presented at the Recreation Conference and Workshop for Supervisors and Directors of Playgrounds and Community Centers, in Toledo. Author is assistant director, Toledo Mental Hygiene Center, which is located at 339 Twenty-first Street.*



mental health, both of which seem to be saying much the same kind of thing, and attempt to see where they may apply to the field of group work and recreation. These are drawn from the book, *The Substance of Mental Health*,<sup>1</sup> by the psychiatrist Dr. George H. Preston and from a report by the Foundation for the Advancement of Psychiatry,<sup>2</sup> which is a composite view of many psychiatrists, psychologists, psychiatric social workers and lay persons. They state that mental health is:

1. A sense of well-being. This includes two obvious factors—namely, the ability to live within the limits imposed by our bodily equipment, both physical and mental, and the ability to live with at least a moderate degree of happiness.

2. A feeling of efficiency at work, or to express it otherwise, the ability to live usefully and constructively.

3. A state of harmony in human relationships, which implies two things: (a) the ability to get along with others, and (b) the ability to get along with one's self. Dr. Preston calls this latter quality a certain freedom from being a nuisance. Probably many of you are thinking but that is the function of group work and recreation programs! And you are right. It is just that. Everything I have seen or read lately about what group work and recreation are trying to accomplish reads very much like a good primer of mental health.

Let us take the various parts of this definition and expand them into a few concrete examples. Take the point of having a sense of well-being. Anyone who has been concerned with either children or adults in group settings is almost immediately aware of the differences in physical well-being or bodily equipment of the individuals in that group. Some of them are too fat; some are too thin; some are too tall; some too short. We have freckles, protruding teeth, wear glasses and some of us who don't wear them, should. We vary much in our physical energy, and some of us are actually handicapped from chronic illnesses. And so we thereby vary in our ability to participate and become skillful in many activities, group or otherwise. As leaders of the group, aware of these individual differences, we have a golden opportunity to gear our program accordingly. It is true we cannot change the color of people's eyes, or the fact that Johnny's motor responses may be a good bit slower than those of Bill's; but every good group work or recreation program has in it a basic con-

cern for this health factor and, if we are skillful leaders, we can do much to promote this phase of mental hygiene according to individual needs and abilities. We can plan groups within groups so that people of fairly equal physical ability compete with each other—instead of the poorest among us always being the losers to the best. In addition, we can do much toward helping an individual to accept the limitations imposed by nature, and to see to it that the group accepts those limitations, too. Perhaps an extreme example of this is the advocacy by the most up-to-date physical and mental therapists of not making "special" groups of outrightly physically handicapped people, but of welding them into normal groups, so far as possible, within the limits of their ability to participate. Here is mental hygiene at its best, because it attempts to minimize a difficulty that is real, and attempts to create a situation wherein an individual who has reason to feel "different" is given an opportunity to feel quite normal, quite like everyone else.

On the other side of this sense of well-being is the factor we have called happiness. This is, of course, a strictly emotional factor, basic to mental health. All of you, no doubt, observed in groups with which you have been dealing the great variety of expressions of happiness in people, or their lack of it. We have all seen the person who is happy, the one to whom everyone gravitates, who is outgoing and cheerful, well-liked by all, and who, by this very attitude, contributes so much to the group as a whole. And we all have seen those others who enter a group by hanging around the edge of it, or who are sullen, or even those who cause friction or disturbance in the group—the poor sports who have not learned the meaning of cooperation. Another example of a person less happy is one who is too shy, unable to participate and be part of the group. You, yourselves, could list many other kinds of behavior which indicate people who are not too happy.

In dealing with this factor of mental health, we, as group leaders, cannot do much about causes, because the basic reasons producing these difficulties stem from sources outside our immediate control or function. They come most often from rather poor relationships within the family circle. But although we cannot do much about the things which are causing members of our groups to act in these various ways, it is not too important for our purposes that we cannot. Our job here lies in knowing and being aware of these causes, it is true, and of trying—at least while we are working with these less happy individuals—to do some

<sup>1</sup> George H. Preston, M.D., *The Substance of Mental Health*. Rinehart and Company, Incorporated, New York, 1943.

<sup>2</sup> Report #8, Group for the Advancement of Psychiatry: An Outline for the Evaluation of a Community Program in Mental Health. Topeka, Kansas, April, 1949.

rather simple things which possibly will help alleviate such conflicts or, possibly in some cases, modify such feelings. We can certainly help a shy individual toward overcoming that difficulty and gaining more self-confidence. We can find something that this person can do and help create a situation in which he or she can do it. We can also do something about a person who is sullen—our own smile and attitude of friendliness and acceptance is one device.

We do not need to know why, the person is sullen or shy to do this much. We can probably help the individual who is a disturbance to learn to take his or her place more quietly and cooperatively. I am sure that you could all



cite a dozen examples of your own handling of small problems such as these. As group leaders, we have a continuous opportunity, if we are aware of emotional variations in our groups, to do a great deal toward helping others realize a happier attitude, more of this sense of well-being about which we are talking.

The second factor in mental health is the ability to live usefully, to be efficient at some kind of work or activity. To this point, it would seem that practically one hundred per cent of group and recreational activities can contribute. In all of our group work and recreation programs, there is such a rich variety of activity offered that almost anyone can be busy at doing something that he likes, can learn to do fairly well, from which he can derive a feeling of achievement, satisfaction and recognition. If we were to start mentioning examples of this, we would be able to list a hundred or more such activities, and would end with a complete roster of all the things which we know, from experience and experiment, that people like to do. Our job as leaders, of course, is the providing of these very many interesting things which can be done, and the giving to each individual in our group the chance to explore these programs to his liking. Our final job as mental therapists in this area is to see to it that recognition comes from this—recognition of a job attractively and satisfactorily done. All group work and recreation programs carry out these procedures almost automatically. We have swimming meets, physical contests, exhibits and performances wherein we put the results of our work on display. For children we have ribbons, badges, ranks and so on. All of these are good from the standpoint of contributing to our mental health, of making us feel useful, of importance, needed.

Our third factor in mental health is a state of harmony in human relationships, which we said earlier denotes the ability to get along with others and the ability to get along with ourselves. Basically again, if we, as individuals, achieve this most important attitude toward life, it is done most often within the family circle. (Read "What Makes It Bounce?" page 295). But quite aside from the fact that, as we said before, we cannot control whether or not this has been learned, we can—through group relationships and group interaction—do a great deal to promote this phase of mental health. The very nature of the group itself is a replica, on a larger scale, of a family group, and our opportunity is endless, through group leadership, of helping everyone in our groups to learn the habit of cooperating with others. This is an essential to twentieth century living. Group work and recreation agencies have all sorts of well-established and successful devices which have been worked out for this. We have patrols and patrol leaders; we have committees and their chairmen, teams and team captains, discussion groups and discussion leaders. We work and play together; we give and take; we contribute our share of work and ideas; and we, in turn, learn to accept the ideas of others. Sometimes we are leaders, and sometimes followers—and we should learn to do both well. I know of nothing which can, should and does contribute more to good mental health along this line than groups as such. Our job as group leaders is a tremendous one since upon us rests the job of moderating and welding all of these opinions and differences, plans and ideas, into a fruitful and rewarding experience for the whole. I would say, as so many others have said, that in teaching the best meaning of harmony in these human relationships, we are not only promoting good mental health, but we are also teaching a great deal about democracy itself.

In the other phase of harmony in human relationships, we have the important quality of learning to get along with one's self. Here, again, we learn or do not learn this important attitude at home. Many of us do not learn it, and to name a few of the traits which show we are not learning it, we have people who gripe and whine, who feel sorry for themselves, who are suspicious, have feelings of inferiority, are anxious and fearful or generally belligerent and distrustful in their attitudes towards others and towards the world. They are the "nuisances" about whom Dr. Preston talks. They are emotionally ill people, mildly so, but nevertheless, emotionally ill.

Our job begins as they come into our groups.

It is to accept them as we find them, and again to use those tools and devices of all group leadership in trying to assist these people, at least while they are with us, to take a new attitude, a healthier attitude, towards themselves and thus towards life.

From the foregoing outline of this close relationship between group work, recreation and mental health, I hope that you have caught something of

the feeling that, as group workers, you are concerned with much more than putting on successful programs which are interesting and good in themselves. You are, in reality, on the very front line of preventive mental hygiene; at a point where, if anything happens at all, it happens at the time and place where it can do the most good to the largest number in a most significant and important way.

## People In Recreation...

### New Officers

Walter Roy, director of recreation in Chicago, has been elected president of the American Institute of Park Executives; while Weldon Wade, of Sycamore, Illinois, is the newly-appointed executive secretary of that organization. Mr. Wade is a graduate of the National Recreation Association School and has had wide experience in park and recreation work.

### New Board Member

The Board of Directors of the National Recreation Association has taken on a new member in the person of Mrs. Paul Gallagher of Omaha. Among her many civic activities, Mrs. Gallagher has been a charter member and former president of the Omaha Junior League; former board member and president of the Community Playhouse; trustee of the United Community Service of Omaha; formerly on the board of the Children's Memorial Hospital and Catholic Charities; president of the Omaha City Improvement Council for six years; and a leading worker for the Omaha Symphony Orchestra. She also has been chairman of the Parks, Playgrounds and Recreation Division of the City-Wide Planning Commission. She raised funds for, and personally contributed to, the purchase of Krug Park which was donated to the city. She has been an association sponsor for several years.

### Retiring

The national executive director of the Girl Scouts of the United States of America since 1935—Mrs. Paul Rittenhouse—will retire at the end of this year. She will be succeeded by Dorothy C. Stratton of Washington, D. C., personnel director of the International Monetary Fund and former director of the SPARS.

### Civic Award

The Fraternal Order of the Eagles, in Amsterdam, New York, makes awards for outstanding civic service. These awards are the highest honor and are not given lightly. In fact, only three such awards have been given in the past fifteen years. The last and third has been presented to Alexander Isabel, superintendent of recreation, for outstanding service to the youth of Amsterdam. In the last four years, Mr. Isabel has increased his budget from \$15,000 to \$47,000, and placed public recreation in the foreground in his community.



### PARK PLANNING

Alan E. Burritt (left), National Recreation Association specialist in recreation areas and facilities, is shown conferring with City Commissioner Thomas East in making suggestions for comprehensive development of Mount Ogden parksite in Ogden, Utah. Mr. Burritt was brought to Ogden by the city recreation department to prepare a preliminary design to indicate the most desirable and practical uses of site.





## A Bewhiskered Visitor

SANTA CLAUS, that bewhiskered gent who is a fixture of the department store as well as a fixture in the eyes of children at Christmastime, can be made to do wonders for your recreation department during the Yule season. You can do it by taking him out of the department store, literally.

At least that's our experience, and we offer the following details to substantiate the claim that Santa can give your program a "shot in the arm" and bring much favorable comment to your department from the public which supports you through the tax dollar.

Let me take you back to a day in December of 1949. Three of us in the department were discussing what could be done to further the Christmas spirit in our Roseville, Michigan, community.

"Why not bring Santa Claus here as an aid to parents?" one suggested. "In previous years, parents have had to take their children to Detroit if they wanted them to see Santa personally. We can save them the ordeal of such a trip and, at the same time, focus attention on our own department."

It didn't take too long to do the planning. Naturally, a Santa Claus had to be found. He was "discovered" in exactly three seconds when our chief playground supervisor, accustomed to handling children, volunteered for the task.

Then, of course, Santa had to have some candy to give to each guest. A visit was made to a wholesaler of confections who had just what we wanted—suckers and gumdrops—at a price we could afford to pay. Cellophane sacks were purchased, and the candy was sacked at our leisure.

The wheels of public relations began to roll.

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*Author is director of recreation for Roseville, Mich.*

Stories concerning Santa's approaching visit were prepared for the community newspaper, and letters were written to school superintendents urging them to make known the fact to their teachers, especially those teachers of kindergarten and lower elementary grades.

Santa's "mailbox"—a potato chip can festooned with the colors of the Yule season—was prepared. The press releases and letters to the schools pointed out that boys and girls could prepare their letter to Santa in advance and drop it off in Santa's mailbox when they came to the community center on the designated day.

Our program called for Santa to be present from three to five in the afternoon and from seven-thirty to eight-thirty in the evening. Prior to his evening visit, a group of Girl Scouts sang Christmas carols, climaxed by the lighting of a community tree.

To the surprise of all of us, our "spur-of-the-moment" Christmas program attracted more than 1,000 children and parents. Santa listened briefly to all their "wants," and was a tired but happy individual when he started back to the North Pole.

Although completely satisfied with the results, we were guilty of one oversight: the announcement of Santa's visit was not published early enough and many parents already had taken their children to Detroit to visit Toyland and Santa. Now we realize that an announcement during the latter part of November would not be rushing things, especially if the community is one that must rely extensively on a weekly newspaper.

Early or late, however, you can't go wrong with Santa boosting your program. It may be more blessed to give than to receive, but in this case you will find the cliché reversed, with your department receiving much for giving comparatively little.



A youngster learns about beavers. At times, stuffed animals have to be used.



This youngster seems to be enjoying her talk with Mr. Racoon at Airport Nature Center. A gila monster.



A mounted owl is explained to audience by supervisor of nature and camping activities.

Do you know what a golden hamster is? Or a gila monster? Youngsters all over Cincinnati are finding out when their school class is lucky enough to be able to arrange a visit to the Cincinnati Public Recreation Commission's Airport Nature Center. They not only find out what a golden hamster is, they get to see one and even hold it in their hands.

A trip to this nature center, located in the basement of one of Cincinnati's community centers, is a day of fun and adventure in the eyes of the children; but it is a mighty informative nature lesson from the viewpoint of their teachers and parents. The children arrive by bus or streetcar about ten o'clock in the morning and stay until approximately two p. m. During the day, Paul Hellman, the Public Recreation Commission's naturalist, gives them an intimate glimpse into the lives of their winged, finned, furred and feathered friends. He tells them fascinating tales about natural history exhibits, too; about the Indians and the early pioneers who lived in the Ohio Valley. After lunch, during a brief recreation period, the girls and boys play

*Miss Ablering is assistant supervisor of the Public Recreation Commission, Cincinnati.*



A preserved octopus great enjoyed by teacher and class.

# Adventure

Making



This first-grader acquires some new friends. Golden hamsters provide much fun.



A gila monster is carefully handled by naturalist. Boys and girls keep at a distance.

Members of the first grade came for an all-day program, and even remained for lunch.



a game of Tom Thumb golf and shoot a round of archery.

Colored slides also play an important part in the program at this nature center. Bert Lawson, the Public Recreation Commission's supervisor of nature and camping, is an accomplished photographer and he has made and assembled several series of nature pictures which are a delight to the youngsters. A series on farm animals gives those from the city a real insight into the lives of the animals they know only by name. Pictures taken at the California Day Camp show children from the various playgrounds participating in the summer recreation program, together with scenes in the woods and close-ups of flowers, trees and animals in the nature preserve. One of life's biggest thrills for them is to see themselves on the screen.

This indoor center is open only during the winter months when it is too cold for outside activities at either of the Public Recreation Commission's two day camps. The program, which serves elementary school youngsters and after-school groups, accommodated 2,500 children in 1949. This is its seventh year, and its popularity with children and teachers has grown to such an extent that reservations are at a premium and must be made months in advance.

Great curiosity. It is  
teacher class to the center.



# WHITHER "WESTERN" SQUARE DANCE?

By a Recreation Leader



The square dancers fumbled through the intricate lefts-and-rights figure like befuddled rats running through a maze. It was a new "western" pattern for these experienced dancers and the anxious caller assured them that it was easy, just an ordinary routine. So they kept on trying. Some got lost; some got dizzy; some were through. The figure was a pure concoction, a melange of left and right turns, reverses and whirls; the dancers were grimly serious about it. After about twenty minutes of practice, the caller yelled, "I guess we've got it; let's move on to something else!" But no set really got it. I had been carefully watching the whole floor and not a single group had gone through it correctly.

It was my first experience with so-called "western" square dancing. Maybe this was an extreme. It was—but the extreme is taking over and becoming usual, as I discovered later. The trick figures and "exhibition stuff" are becoming the thing.

I discovered something else, tremendously significant and both heartening and disheartening to any lover of genuine folk dancing. What is called "western" square dancing is not western. It is urban, private-club dancing. It is the showily

sophisticated dancing of elite organizations in certain western cities. Because of the great amount of publicity which has come their way, because of their dominance of contests, exhibitions and festivals, the style of dancing—tricky, whirly-twirly, gaudy—of these city groups has come to be known as "western." In the West, away from the cities, the real West of farmers, ranchers and miners, you see none of this. You see none of this in the Pioneer Clubs of small towns which still meet regularly to dance the simple, stately, graceful figures of the Old West. Exceptions may be found in local square dance contests, themselves the antithesis of the spirit of the folk dance, promoted by county agents and Grange leaders. Here the flashy twirls of the urbanites may be used to gain points and beat the other team.

I, of course, have no wish to discredit all "western" dancing. Many "western" patterns are pretty and have added bright color to the folk dance landscape. Certainly an exhibition by Lloyd Shaw's Cheyenne Mountain Dancers is, in its total effect, a thing of beauty. However, a critical observer will note that his exuberant youngsters overwhirl many of their dances. A glaring example is their interposing of "western" whirls in the Kentucky running set. These are completely out of place in the smooth, onward movement of the Kentucky dance which, perhaps, is the most beautifully flowing of all square dance forms.

I am going to deal from here on with the extremes of this new "western" dancing. Unfortunately, these seem to be dominating the scene; and their consequences, to say the least, are most undesirable.

It is ironic that today's "western" square dancing should be spawned in the Far West, where traditions of friendliness, hospitality and democratic acceptance are still common practices of country and small-town folk. It is an urban, not a rural, phenomenon, however, and is as understandable as any urban development pushed forward by promotion and publicity. Because of its flashiness, it lends itself readily to promotional endeavors and, for the same reason, is quite catchy. An uninitiated public is easily impressed by glamour in the square dance field, as well as in any other

**Many recreation leaders have been concerned over extremist trends in "western" square dancing and their harmful consequences. This article describes and analyzes the trends, points out the social and recreational damage done, and proposes remedies.**

field. More serious, the exclusive nature of the private clubs and exhibition groups insinuates itself among dancers elsewhere who fancy themselves highly skilled.

Observers have noted several unsavory characteristics of "western" dancing. Beyond the formal contests, which are out of place in folk dancing anyway, competition is hectic. Callers outdo each other in cooking up new figures. They show off with rapid-fire changes and extravagant patter. They want to star; they are not content with being a regular part of the music and dance. They are not satisfied with calling one figure, or even four, but yell out twelve, sixteen, or twenty—and throw in a lot of assorted fillers. It seems that every time couples make a move, they are called upon to do a new figure. The square dance, in effect, becomes a feverish contest between caller and dancers. Moreover, no caller can call these quick changes smoothly or stay on the beat with them; he fluffs lines, breaks timing, crowds his patter. Nor can the dancers execute the changes smoothly. They, too, vie with each other in making fancy breaks, interjecting pet stunts.

As a matter of fact, extra and prolonged whirling has increased so much that it may be cited as the distinguishing characteristic of "western" square dancing. It goes on for the sheer sake of whirling, without any functional relationship to the dance. At ordinary dances, one often sees a corner girl spinning like a top while her corner man frantically tries to grab her for an allemande left—a comical instance of fancy stuff as mere clutter. Complicated figures, stunts, tricks and new changes have become ends in themselves—anything fancy for the sake of being fancy.

Such competition develops naturally into blatant exhibitionism. Slick, trained teams go about performing for duly impressed audiences. At square dances, sets and couples display their special stunts—which often interrupt the flow of the dance. At festivals, the urban clubs outdazzle each other with whirling exhibitions.

"Western" dancing, then, has become a stylized routine, lacking in originality and creativeness. The whirls and acrobatics of the exhibitionists are not creations but concoctions. They are not in-

tegral outgrowths of the dance, but artificial and adventitious excesses.

One excess leads to another and this may be seen in the amazingly lavish costumes worn by some of the "western" zealots. Even dudes and drugstore cowboys would howl at certain gaudy trappings worn at square dances, to say nothing of what an old cowhand would do. There are men dancers who look as if they stepped out of a comic opera. At regular dances, the women extremists wear long, flared, starched dresses, suitable only for exhibitions, and when the floor is filled as is usual, they get in the way of other dancers. There simply isn't room for this type of dress. Here the words of a physical education instructor and folk dance teacher are apropos: "The best costume for folk dancing is simple, comfortable clothing."

An artist, who is also a folk dance hobbyist, has made an interesting interpretation of this extremism. "It may be likened," he said, "to developments that are called gingerbread in architecture and rococo in the arts." Gingerbread is defined by Webster's dictionary as "something showy but unsubstantial or tasteless; tawdry or superfluous ornament." Rococo, in the same lexicon, is described as "any style of ornamentation marked by extravagant curvature and ornament; . . . florid; fantastic; feebly pretentious." To continue in the artist's words, "Houses, once simple and beautifully functional, are displaced by dwellings so excessively twisted and decorated that they lose all compositional integrity and become ornamental clutter. Likewise in art, a composition becomes so overlaid with exaggerated curves and turns that it resolves into a tortuous maze. The dance, like any other art, therefore may become decadent, not in the sense of degeneration, but in the sense of excessive and dysfunctional elaboration. If the square dance is to be modernized, it should be streamlined, not laboriously manipulated into very fancy filigree."

Recreation leaders have noted the appalling social damage done by this inordinate trend. The fellowship values inherent in folk recreation give way to cliquishness, snobbery, exclusiveness, condescension and to superiority complexes. Group sharing is displaced by hectic competition, relaxed enjoyment by frenzied emulation, and sincere, wholehearted play by pretentious exhibitionism. The principle of everybody joining in is shattered by the showing off of a few.

In justice to the "western" dancers themselves, it must be said that many are unconscious of what their actions lead to; they do not deliberately intend to be antisocial; but the damage is done nevertheless.

A college recreation leader told me that one campus square dance club lost well over half its membership because "other members of the club thought that they were too good to dance with us." At a community center, much friction was caused when such a group left the organization to go its own exhibitionistic way—a typical example of the practice of forming choice, exclusive clubs. A common reaction of these dancers toward suggestions for occasional mixing with others and exchanging partners is: "We don't want to get stuck with some dope all night."

All this leads to a self-satisfied provincialism regarding other regions and to an air of condescension, even disdain, toward rural folk. The simpler square dances and play party games of the Middle West, for instance, are looked down upon as "kid stuff." The "western" dance festival, then, is not a real folk festival; it is a get-together of urban dance clubs. Rural groups simply don't belong.

Country folk are not unaware of what has been going on. An old-time dance musician declared to me at a farmers' meeting: "Years ago, Shaw took our dances away from us. Now the city folks and dudes have 'em and they've gotten so fancy and so snooty that we can't dance 'em." Folklorists who seek reasons for the decline of the folk arts might well ponder the statements of this farmer.

In view of what has been said, the time is surely ripe for "western" leaders and devotees to re-examine what they are doing and to re-educate themselves in regard to the values of folk recreation in general and folk dancing in particular. They might consider, with profit, the principles of folk recreation as enunciated at a recent rural recreation workshop—namely, that folk recreation is first of all people's recreation, the kind in which common folk get together as friends and neigh-

**Square dance leaders, do you agree with this? Any comments?—Ed.**

bors and share a good time; it is good neighbor recreation; its main goal is fellowship; it is homemade, in other words, family-made,

neighborhood-made, community-made; it is cooperative, not competitive; it is simple and sincere, not exhibitionistic; it is nonprofit, not commercial. They might learn that simplicity in folk dancing may be just as beautiful as complexity, that there is greater variety and pleasure in the many simple figures available than in the maze-complications devised by zealous innovators. They might recognize that if they want to help in the evolution of the square dance, they should make changes in streamlined fashion and integral to its basic design, not tack on a lot of irrelevant ornamentation. And they might come out of their smug provincialism.

A western recreation leader has this to say about the situation: "I, too, sure am concerned over this trend of 'western' dancing in becoming too top-heavy in squares, with complicated and changing figures and calls. I wonder if it won't kill dancing for plain recreational activity and stay on purely for exhibition. The rural flavor I've been trying to give it has been acceptable and successful everywhere except with those who have mastered the complicated hash and want me to sling it to them. Most people don't want to strain at learning new and difficult figures, but just want to do some easy relaxing dancing. Why can't people see that the world is complicated enough and not become schizophrenics in their recreation, too?"

The future of "western" square dancing is a matter of sociological conjecture. Maybe it will collapse of its own weight of excesses. Maybe it will go the ballyhoo way of the promoters and wax more "stupendous," "colossal"—to become another American circus. More likely, the trend will be somewhere in-between. The activities of recreation leaders and organizations and of those exponents of "western" dancing, grown tired of its extravagances, may set up a counter-trend. In that case, "western" folk dancing will come into its own as a genuine regional type; and our American folk culture will be that much more enriched.

#### **Honorary Degree**

Mrs. Joseph Friend of New Orleans has received an honorary degree of Doctor of Law from Tulane University in recognition of her outstanding public service. Mrs. Friend has been a sponsor of the National Recreation Association in that city for eight years.



# FOURTH CONGRESS OF JAPAN RECREATION ASSOCIATION

THE FOURTH CONGRESS of the National Recreation Association of Japan held a notably successful session in the far northern city of Obihiro, Hokkaido Island, July 24 to 27. It drew men and women, to the number of 1,050, from thirty-one prefectures and Hokkaido. The appreciation of both the association officials and the body of delegates for the friendly cooperation of the American NRA in taking pains to be represented was repeatedly manifested, and I felt highly honored to be an American representative. Pending enactment of a peace treaty, every evidence that Japanese organizations are being treated as equals by their opposite numbers in the Occident directly helps to restore their self-respect.

Besides Mrs. Fisher and myself, the Americans present were Messrs. T. K. Tindale and W. P. Niblo, civilian officials of SCAP. Had not military leaves been cancelled because of the Korean war, Miss Katherine Donaldson, Mrs. Marcia Lystad and Miss Amy Henley would also have attended as American representatives.

The presence and active participation of Prince and Princess Mikasa threw a glamor over the whole assemblage. Their unaffected simplicity and

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*Dr. Galen M. Fisher is an internationally known educator and religious leader. Through the years he has studied and served widely in India, China and Japan.*

evident relish of the chance to mingle with the commonalty won all hearts, and they received an ovation everywhere they appeared. As I was designated Chief American Delegate, Mrs. Fisher and I were accorded almost embarrassing courtesies, being customarily seated next to the Prince and Princess.

The Japanese talent for organization and imaginative planning appeared in the elaborate program and local arrangements. Great credit is due the president of the association, Honorable Soichi Saito, and his executive associates, as well as the host of public officials and volunteer committeemen in Hokkaido.

The daytime program consisted almost entirely of parallel forums and round-table discussions, each attended by from one to two hundred persons and meeting a total of twelve hours. In them, recreation was considered from practically all angles: as to occupation; population units, urban and rural; auspices, public and private; and so forth. Group discussion is not new to Japan, but in olden times it was cramped by excessive deference to age and rank. Therefore, it was most impressive to witness at Obihiro discussions as lively and uninhibited as at most similar gatherings in America. It strengthened one's confidence that democracy will ultimately take root in Japan.

There were creditable exhibits of craftsmanship,

painting and photography by both school children and adults. The most exquisite creations were the miniature landscapes and waterscapes, in which the Japanese excel—an art known as bonsai. If specimens of such handiwork were to be sent to North America, they would attract admiring throngs.

Square dancing was introduced to Japan by Mr. Niblo, and has already become amazingly popular. During the congress, a score of teams from various parts of the country filled to capacity the large hall of the high school, and their surprisingly graceful and decorous gyrations made a picturesque spectacle. Now that Japanese girls all wear Western-style dresses and shoes, they have come to walk and dance with a freedom and grace quite impossible in the former garb. The Japanese sense of rhythm is so good that Mr. Niblo says they catch on to square dances more readily than American youth. As a fillip for the occasion, he had devised a new figure which he called the "Mikasa Odori" (dance), and it was performed for the first time by a clever set in which the Prince himself danced with skill and evident delight.

In the opening session of the congress, it fell to me to present the formal greetings of the American NRA and, later on, to make a short address on "Recreation and Democracy." Both were well-received. In the course of my address, I had remarked that the pleasures of recreation were most universally enjoyed where democracy prevailed. When questions and comments were called for by the chairman, the first question was: "Does Dr. Fisher recognize that this is true of the Soviet people?" I at once replied that in respect to popular recreation, it appeared to be true in the Soviet Union, but that in respect to some other aspects of life, the democratic principle did not prevail. Whereupon, the audience applauded with unusual vigor, apparently to show that the questioner, if attempting to put in a plug for the USSR, had few, if any, supporters among the other delegates. In view of the considerable vogue of communism among college students, this was a somewhat unexpected demonstration.

Among the resolutions adopted was a strong "Declaration on Recreation and International Peace," another calling for the sending of Japanese delegates to the next convention of the American NRA, and still another requesting UNESCO to extend its activities in the field of recreation.

During the last two evenings of the congress, eleven medieval dramatic dances were performed by artists who came from as many different parts of the country. They made a glamorous and unique

spectacle. Never before, it was said, had all these dances been performed in one place. On the first night they were given outdoors, under floodlights, before a crowd of at least 30,000 persons who stood spellbound for three hours. On the second night, they were given indoors. The themes were drawn from feudal folklore, ranging from tragedy to burlesque. Among the spectators on the first night were the Prince and Princess Mikasa, who seemed to revel in the dances as keenly as the simple folk who crowded all around them. One could not help feeling sorry for the handicaps of royalty when, half-way through the performance, a functionary whispered to their Highnesses that they must leave for another function. They left with obvious reluctance.

The congress gave recreation in Japan a powerful stimulus, and evidenced a strong desire to join hands with the American NRA in advancing the general cause of constructive recreation. Especially in the esthetic field, we Americans may well take lessons from our Japanese confreres; and in skiing, baseball, swimming and square dancing, they will be friendly rivals. In the provision of supervised camps for boys and girls and of well-equipped, directed playgrounds, they can learn from America.

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## AN ISLAND STORY

David J. DuBois

**Y**OU KNOW, Mrs. Ludlow, the trouble with Mercer Island is that too many people try to put on community projects all by themselves. What we need is a coordinated approach to community recreation."

"Hmm, I think you're right," replied Mary Ludlow, a Camp Fire Girl guardian who was talking to Les Williams, Mercer Island School's physical education director, about a spring dance festival. And with that began the action that led to the Mercer Island Recreation Council and one of the finest small community recreation programs in the country.

Mrs. Ludlow approached Bob Studebaker, superintendent of schools, who nodded his head in

*David DuBois is superintendent of the King County Park and Playground Department, Seattle, Wash.*

approval. "I'll talk it over with the PTA and call a meeting," he said. Thus four thousand people living on an island five miles long and two miles wide, right smack in the middle of Lake Washington, just fifteen minutes from downtown Seattle, began the organization that made the summer of 1948 a rich, meaningful experience for three hundred youngsters of grade school age who call Mercer Island *their* community.

These youngsters and their parents live in communities that cannot be designated as cities or towns. Their only official form of government is their school district, their county, and their occasional fire, water and hospital districts. Of great significance are the extra-legal; informal, self-government groups they establish as community clubs or community councils. At their best, such organizations bring fresh, invigorating democratic self-action that reaches into every aspect of group living.

"We must have a playground," said Mercer Island through its newly-formed recreation council. And, like many another community of homes scattered throughout a sparsely-settled area, Mercer Island almost made the mistake of planning a recreation program which was facility-centered. Fortunately, Mrs. Ruth Prosser, the newly-elected chairman of the council, and her able associates thought also in terms of recreation activities. A questionnaire was distributed throughout the school.

"What activities would you most like to participate in this summer?" the council inquired of the grade school youngsters. "Playground activities?" Only a few of the youngsters seemed interested. "Swimming?" "Oh boy!" Everyone was interested in swimming. Also, a couple of hundred little hands checked off such items as nature hikes, creative art and creative dramatics.

Through the coordinated efforts of the King



Program activities for island youngsters include nature projects such as the above, where they are working on collections of rocks, shells and arrowheads.



County Park and Playground Department, the Mercer Island school district and the recreation council, the necessary funds were raised to hire recreation specialists for each activity. Because "all" communities had playgrounds, a playground director was recruited through the King County Park and Playground Department to conduct the usual diversified playground program and also to see that the other specialists, the children and the location got together at the same time and on the same day.

### Setting a Pattern

Of the youngsters eligible to participate in the program, over 130 signed up for creative art classes. The quality of the instruction is indicated by the fact that the attendance never fell below 120 all through the eight weeks of the program. Over sixty wide-eyed youngsters made collections of bugs, rocks, leaves and bark; took hikes; saw nature movies under the guidance of a high school biology teacher who had spent many summers as a guide at Mount Rainier National Park. In spite of considerable rain and chilly weather during the program, over seventy American Red Cross swimming awards were presented by King County water safety instructors who conducted swimming lessons at a near-by county beach twice a week. Under the direction of a specialist in creative dramatics from the University of Washington, thirty Mercer Island youngsters thrilled to the make-believe of spontaneous dramatic play.

There is much more that could be said about the summer of 1948 on Mercer Island—the wonderful community spirit and cooperation; the new approaches to publicity and public relations; the loud, spontaneous outbreak of applause from the youngsters for their playground director on the final day of the summer program. But the really important thing is that Mercer Island had established something of a pattern for recreation programs in non-urban communities.

That Mercer Island was able to do this with no local government speaks well for the people of the island who are community-minded, democratic, and forward-looking. To no small measure, however, must this success be attributed to the subsidy program of the State Department of Public Instruction—through which money is made available to local school districts for summer recreation leadership—and to the King County Park and Playground Department, which assisted through its swimming program and by providing half of the playground director's salary and professional supervision and consultation.



Finger painting is always popular with the young everywhere, and Mercer Island proves no exception.

### Park and Playground Department

Faced with the responsibility of providing parks and recreation for some 150,000 people in non-urban King County, the ten-year-old county department moves through the two thousand square miles of its constituency repeating the "Mercer Island Story." It is in this experience that lies the hope of leisure-time activities, through a community recreation program for so many areas not at all or partially served by community agencies.

Established in 1938, the King County Park and Playground Department was fathered by the WPA and mothered by informal community clubs. It was the intent, at the time of its organization, to secure land through donations, buildings through WPA, and maintenance and operation from community clubs and agencies. Until 1943, it was possible for the department to achieve the results intended with an annual expenditure of only \$66,000 of county tax funds. From 1943 to 1947, the budget climbed to \$145,000, with no limit in sight of the amount necessary to meet the needs of all the local communities for facilities, operation, maintenance and leadership. In the ten year period to 1948, however, the county acquired some 231 acres of property, and over 163 acres have been developed for recreation use so far.

Five large community centers with gymnasiums, and one with an indoor swimming pool, were constructed during this period. Five smaller buildings—ranging from basement rooms to community centers without gymnasiums—also are a part of the county park system. Other property includes three beaches on Lake Washington, one on Puget Sound, and four neighborhood playgrounds.

The natural neighborhood in a nonurban area rarely exceeds a population of more than several thousand, and usually the geographic area runs into several square miles. The density figure for King County, for instance, is less than three hundred people per square mile. To have a county building program for each neighborhood would manifestly run into astronomical figures. It is for this reason that the "Mercer Island Story" is particularly significant. Mercer Island has demonstrated that, by utilizing all of its resources, a nonurban community can provide a really effective recreation program without extensive building and outdoor facilities. As a matter of fact, the experience of Mercer Island shows that those programs which best succeed are those which are activity-centered, not necessarily facility-centered. Programs which are centered on specific facilities too often are limited by their character.

In urban areas of heavy population, the playground and community center serve an ever constant stream of patrons. There are always many people, at any time of day, who are eager to participate in the program. Not so in the less populated rural areas. It takes a real effort to get Sister Sue or Brother Bob over three miles of unpaved roads to a recreation area. Day-long playground programs five days a week under such circumstances are simply futile.

### Building a Program

Not a building program, but building a program adapted to these areas is the concern of the King County Park and Playground Department today. To this end, the department instituted a camping program during the summer so that hundreds of youngsters from Mercer Island and other county communities might have the experience of living out-of-doors under capable camp guidance for two and three-day periods. Since it was also considered important to enable every youngster to learn to swim, a roving team of water safety instructors was available for concentrated learn-to-swim campaigns wherever there was a sufficient number of youngsters.

Some twenty different school districts have been

conducting summer recreation programs in the county. Plans have been made whereby specialists in drama, nature, music and crafts can be shared by those districts so desiring them—thus making the cost of leadership nominal for each community.

Wherever county-owned recreation buildings now exist, the program is designed to reach out to serve an ever-widening geographical center. Here, also, the key to successful programs is planning—not for the five-day-a-week patron—but for the special age group, the family, or the activity group which can meet once or twice a week to enjoy a variety of recreation activities.

In time, King County expects to have such public, tax-supported community centers for every large nonurban neighborhood or trade area of from fifteen to twenty thousand people. But there will always be Mercer Island and, in the foreseeable future at least, it will have to share the major responsibility for its own recreation. Its "story" is proof that sparsely-populated rural areas can achieve high quality recreation programs through effective organization and utilization of all the community's resources, and by emphasizing activities rather than facilities.

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## THE MAYOR'S CHRISTMAS P

Approximately two years were spent by the recreation department of Denver in securing information on what other cities had done with a Mayor's Christmas Party. After assembling and evaluating the information and correlating it to the physical and management possibilities in Denver, a Mayor's Christmas Party was set for Christmas Week, 1949.

The party was planned for the boys and girls who participate in year-round recreation and character-building organizations in Denver. These young people are members of: (1) the twelve year-round municipal recreation centers; (2) the ten year-round Community Chest centers; (3) church groups which sponsor year-round activities for youth; (4) national agencies, such as the YMCA, YWCA, Boy Scouts, Girl Scouts, Camp Fire Girls, Blue Birds, and so on; (5) local orphanages. It was decided that the age range should be eight to twelve years inclusive. This was necessary because our largest facility can accommodate only 7,000 attendants, while there are roughly 25,000 Denver children registered in one or more of these agencies.

Invitations to the executives of the above organizations were prepared six weeks before Christmas Day. Each invitation was a personal letter from the mayor to the executive, requesting that the recreation department be notified of the number of admission tickets desired.

The other city departments whose help was necessary in order to put over such a mass program included the parks department, with its

trucks and maintenance crews; the city electrical department, for lighting the Christmas trees and the stage; the supplies office, in charge of the city auditorium and annex—the facility used; the fire department, for protection of those in attendance as well as for the distribution of gifts at the close of the program; and the police department, for controlling the crowd inside and outside the facility. Parking was restricted on all four sides of the block in order that children leaving busses, automobiles and tram cars would not be endangered.

In order to secure adequate publicity, a one-newspaper sponsorship was arranged with the *Denver Post*, an evening paper. It provided many column inches plus pictures before the party, and gave complete coverage of the party. In addition, the *Post* arranged for the one-hour show, which this year was a variety show put on by the young people. The paper further solicited and arranged for the delivery to the auditorium of a gift package for each child present. The contents consisted of a bag of candy, a bag of nuts and a choice of fruit—all contributed by local merchants.

Through the James Petrillo Radio and Transcription Fund, the local musicians' union furnished a ten-piece orchestra as well as someone to play the large pipe organ in the auditorium. The Denver Tramway Company supplied free transportation to and from the party for all who were guests of the mayor—both children and adult chaperons. We used a ratio of one chaperon to every twelve children.

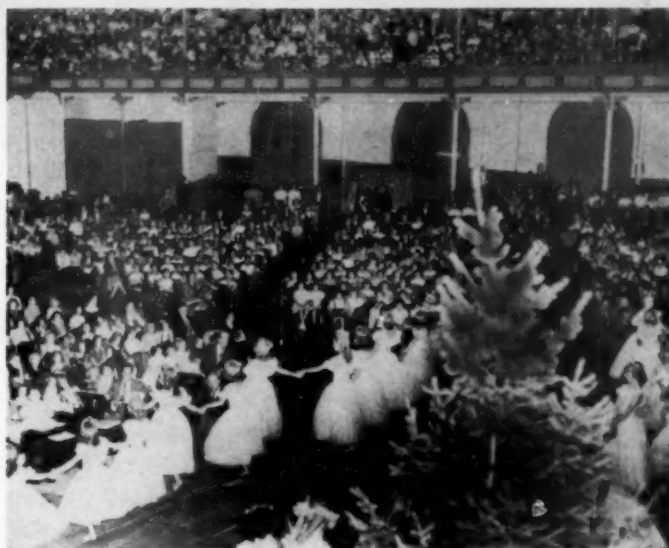
The ticket of admission, distributed to all agencies, was a tag board perforated in such a manner that the tramway courtesy fare coupon to the party was the first tear-off; the second tab was admission to the auditorium; the third, for re-

*J. Earl Schlupp is director of recreation, Denver, Colo.*



J. Earl Schlupp

# S PARTY



A section of the large crowd, as seen from auditorium stage.

turn on the tramway; and the top tab, a memento for each child's scrapbook.

The recreation department assumed complete responsibility for coordinating the work of all co-operating agencies. In addition, forty year-round recreation leaders, properly identified, were stationed at key spots in the auditorium to facilitate entry to the proper section, as well as to control the dismissal by sections, thus assuring proper order and decorum in the lines formed then and for the distribution of gifts by the firemen who had volunteered their services. The party proper was scheduled for nine-thirty to eleven a.m., on the Saturday preceding Christmas.

Tramway busses, which had been well-advertised in the *Denver Post*, appeared at specified pick-up points throughout the city, and the groups were carried directly to and from the auditorium. The doors were opened at nine a.m. As they filed in, each guest was given a program which carried a greeting from the Mayor and the verses of the songs to be sung. We filled the building from the bottom up, section by section. Distribution of tickets had purposely been limited to 8,000 boys and girls; and so good was our guess that 7,116 appeared—within one hundred of the maximum limit permitted by the fire department.

At nine-thirty, the organ started playing Christmas music, while the auditorium was filling. All busses had discharged the guests on or before nine-forty, and at nine-forty-five a community song leader led the assembled gathering for fifteen minutes of mass singing. This part of the program was so well done that, another year, we plan to broadcast this first fifteen minutes. At ten the Mayor was introduced and gave a sixty-second welcome, after which the forty-five minute variety

show began. At its close, the dismissal of attendance was handled with the help of the public address system, and the auditorium was emptied in twenty minutes. In the adjoining annex, the gift distribution tables were arranged in five aisles; and under the direction of recreation leaders, every child left with a gift.

Tramway cars surrounded the building, properly labeled, and the children were removed from the streets within thirty minutes.

In a rehash meeting of our recreation people during the following week, we found few things to eliminate or change in the party management. We believe that the restricting of invitations to youngsters who participate in year-round activities pointed up recognition of those agencies doing year-round youth-serving work. Our answer to our critics about the "underprivileged" was: "No youth in Denver is underprivileged in the opportunity to participate in year-round recreation and character-building programs!" There is an agency within walking distance of every home or a home meeting group of a national agency. We do not like the word "underprivileged" in the recreation department unless it is defined as underprivileged educationally, economically and so forth.

We feel that the Mayor's Christmas Party focused the city's attention upon private, quasi-public and public agencies, and that it made many friends for the city with the press, parents, and with critics who watched the program.

Every community, regardless of size, could stage such an affair, working out its own controls based upon adequate indoor handling of mass attendance, solution of the transportation problem and adequate advanced preparation, plus capable management on the day of the activity.

# New Sports Wrinkle

Edward S. Wiater



CARNIVAL DAYS are happy days for the young and the old. This holds true in the cities of Tonawanda and North Tonawanda, where T-NT, as the two areas are called in western New York, now have an entirely new and different carnival season for which everyone has high praise. This new wrinkle in entertainment is a summer sports carnival of a month's duration, planned as early as the preceding December—a carnival designed for recreation, entertainment, and the extension of good will.

In August, the North Tonawanda Recreation Department, with its cross-canal twin of Tonawanda, ties up the cities' sports year with a sports festival embracing all possible athletic events. Each and every day in the month is designated for some sports event. The contestants are imported sports figures as well as registered entrants. And anyone who thinks he can qualify, regardless of color, creed or residence, can enter.

The carnival is arranged to provide fun for people who love fast-moving events as well as for those who go in for the more quiet, less strenuous exhibitions of skill. It is for men and women, for those who excel in sports as well as for those who wish to learn.

The Tonawandas, situated midway between the metropolis of Buffalo and scenic Niagara Falls, have a total population of almost 50,000. In 1947, the two cities observed their golden jubilee and, as part of the celebration, a small sports program was initiated. It was then that the idea of a sports program on a carnival level came to William "Pop" Ramsey, recreation director of NT.

He sold the plan to the recreation director of

Tonawanda and the junior chambers of commerce. With these groups interested, the next stop was the office of the *Tonawanda Evening News*, where the idea was presented to the paper's president. Then and there it was decided that this was a revolutionary idea in a sports program; and in December of 1948, the 1949 T-NT Summer Sports Carnival began to be formulated.

It was agreed that each city would donate \$1,000 to the carnival. The *News* agreed to make good on all expenses over this budget. With money to act as a basis, the next step was to arrange a meeting of various organizations in the twin cities. The plan was presented to the clubs' representatives, who were told that they could choose any sport they desired. It would be the clubs' responsibility to organize the activities for a day and to supply the awards. To this proposition, twenty-one organizations responded.

The program, however, soon outgrew its original proportions. Letters explaining the situation were sent to local industrial plants. They responded generously and, with adequate financial backing, the carnival began to take shape.

First, the program was incorporated. In anticipation of accidents, insurance was taken out to cover not only the participants in the athletic events, but spectators as well. Meetings were scheduled to be held twice weekly, and the newspaper editors took care of the publicity. The carnival was publicized directly not only in the twin cities, but within a radius of two hundred miles in both the United States and Canada.

When the final program was drafted, it embraced twenty-five different events. Sunday, July 31, was selected as opening day and September 5, Labor Day, as the closing day.

With the Niagara River handy, it was decided that on opening day motor boat races and the regatta would be held. Prior to the races, a contest was planned to get a name for the affair. In-

terest was further stimulated when top men in the racing world were secured by the junior chambers of commerce.

The following day, Monday, a basketball tournament and clinic were inaugurated, scheduled for one day in Tonawanda and the next in North Tonawanda. The Kiwanis club secured the services of well-known Joe Niland, basketball coach of Canisius College, to conduct the event. Each day Niland gave basketball pointers, held scrimmages and, on the last day, arranged an all-star game between players from the respective cities.

On August 3, the Niagara River was again put to use. This time, a mile and three-quarter swimming race was held. The *News* sponsored the event and obtained the great Yale swimming coach, Bob Kiputh, for a referee and judge. A Tonawanda athlete, he rode the leading cruiser while refereeing the race. The contest drew twenty-one entrants, including two girls. For protection and safety-first, each swimmer was accompanied by motor watercraft.

On succeeding days, a lacrosse game, a trap and skeet event, a football clinic—similar to the basketball clinic, a greasy pole race, water games and a canoe race were held.

Saturday saw an airplane model contest and a kite-flying contest. These events drew contestants from as far as the southernmost part of Pennsylvania.

Sunday, which marked the midpoint of the carnival, featured a bike race through the center of Tonawanda. Streets were blocked off to avoid any possible car-bicycle accidents. As the cyclers circled their route, balloon tire races were held. To make it all-inclusive, even tricycle races were on the program.

On August 15, the Sikora American Legion Post conducted a baseball clinic that drew an attendance of over five hundred youngsters. Professional ball players from the Buffalo baseball club sent four players who had their hands full showing the tricks of baseball and answering questions. Billy DeMars, now of the St. Louis Browns, was so impressed by the enthusiastic response that he remarked: "I certainly enjoyed this as much as I do my regular baseball."

When the program was being planned, it was learned that an archery team would be passing through Buffalo on its return from an archery exhibition in Boston. These archers were persuaded to stop over in the Tonawandas and put on an exhibition, on the eighteenth of August.

The golf hole-in-one tournament was held on the seventeenth and eighteenth, attracting hun-

dreds of golfers as well as hundreds of others who were trying their first swing with a golf club. The large turnout forced the tournament to run over its schedule and it finished on the twentieth.

On Thursday, T-NT residents also witnessed one of the oddest sporting events of the carnival: a baseball game between the best ball club in the twin cities and a picked all-star aggregation of ball players who had been in their prime over fifteen years ago. Though somewhat creaking with age, the Old Timers, with such players as Brownie Winkler—who was sought by major league teams some twenty-odd years ago—still had enough baseball in them to win a decision. A big party was thrown after the ball game, and anybody who wished to come was invited to sit in on one of the greatest baseball bull sessions ever held in the Tonawandas.

The remainder of the carnival offered a track and field meet, sailing races, a bait and fly-casting contest, a week-long tennis tournament.

The feature of the closing day was a seven-mile road race through the heart of North Tonawanda to the finish line at the North Tonawanda High School Stadium, where over 4,000 people witnessed the end of the race and the carnival-ending ceremonies. More than fifty runners entered the race, including Selwyn Jones, the great Australian runner who finished third in the marathon held in the last Olympic games. Another spectacular entrant was an amazing gent who was racing at the age of sixty-five. Handicaps for the race were given according to AAU standards. Jones, of course, was the only man to start from scratch. While the race was in progress, a band presented a concert at the stadium, ending as the runners approached it. With the finish of the race, the local barbershop choir rendered old-time selections until it grew dark enough to stage the fireworks display—costing twelve hundred dollars.

The carnival drew so much interest not only in the twin cities, but also in surrounding areas, that Director Ramsey decided to make this an annual affair with new revisions to maintain interest.

A most gratifying result of the affair is the fact that citizens and clubs cooperated so well that the budget still boasted a little over one hundred dollars! This is even more gratifying when one realizes that the carnival was free to all. There were no entrance fees for contestants and all equipment was supplied by the recreation departments.

"Love of games tends directly to enrich social relations while relieving duty's routine. Games do much to mellow and dignify the inevitable rivalries of life . . ."—*Percy Hughes*.



# Recreation

## Suggestion Box

### November Calendar of Events

- 1 All Saints Day
- 1-7 American Art Week
- 4-12 National 4-H Achievement Week
- 5-11 American Education Week
- 5-12 Camp Fire Girls Better Breakfast Week
- 7 Election Day
- 11 Armistice Day
- 11-18 Second Young Canada's Book Week
- 12-18 National Children's Book Week: 32nd Annual Celebration
- 15-18 The New York Times Fourth Annual Boys' and Girls' Book Fair
- 18 National Kids Day
- 23 Thanksgiving Day

### A Play Therapy Cart\*

Josephine V. Basile, R.N.

Well-stocked, portable play carts are becoming more of a familiar sight in hospitals with small pediatric divisions and little or no organized recreational therapy. These wooden carts can be handled easily and might be just the thing to carry equipment for the tots *on your playground*.

One cart, designed specifically for hospital use, is forty-four inches long, twenty-four inches wide and forty-two inches high. Its wheels are large, heavy and fitted with rubber tires. The bottom section is divided into two drawers, each twenty inches wide, twenty-two inches long and fifteen inches deep. When the cover is raised, one sees four sections, each ten-and-one-half inches wide and twenty-three inches deep. Each section is labeled with a letter and a specific age group:

- |   |   |
|---|---|
| <p>A. <i>Birth to Three Years</i><br/>           Rubber-squeaking toys<br/>           Rattles<br/>           Cradlelegym<br/>           Water ball and toys<br/>           Box with clothespins<br/>           Rag animals<br/>           Pocketbook<br/>           Cars and trucks<br/>           Wooden plates<br/>           Telephone</p> | <p>B. <i>Three to Six Years</i><br/>           Garden tools<br/>           Lotto game<br/>           Nurses', doctors' kits<br/>           Blackboard and chalk<br/>           Blocks<br/>           Rag dolls<br/>           Blunt scissors<br/>           Paints and paint books<br/>           Clay<br/>           Stove, dishes, muffin pan</p> |
| <p>C. <i>Six to Nine Years</i><br/>           Rope<br/>           Marbles<br/>           Paper dolls<br/>           Cloth for dolls' dresses<br/>           Balls</p>   | <p>D. <i>Nine to Twelve Years</i><br/>           Checkers and dominoes<br/>           Playing cards, building sets<br/>           Doilies and thread<br/>           Blunt scissors</p>  |

Crayons and scrapbooks  
 Puzzles

Modeling materials:  
 soft wood, clay, soap,  
 short-bladed knife

The letters A, B, C or D are etched or painted on all toys so that they may be easily returned to the right section after they have been washed.

One of the drawers beneath the sections contains unfinished projects in labeled paper bags. The other has materials and directions for handcrafts—including wool for braided rugs, boats and planes to be assembled, crepe paper, postal cards, glue, colored paper, scissors, raffia and a small cardboard hand loom.

Under the metal handle at one side of the cart hangs a figured laundry bag which receives toys to be washed. On the opposite end are four book shelves labeled A, B, C and D, to correspond to the sections of the cart.

Corresponding sections and shelves are painted the same colors, creating a bright and gay effect.

\* Excerpted from the *American Journal of Nursing*, New York.

### Your Community Center Christmas



How about planning a Christmas party for any servicemen stationed near-by? Here is another opportunity for recreation leaders to be of service to their fellowmen.

# Community Education and Recreation

John F. Regan

OUR THEME might well be "A Lighted School—A Sign of Progress." It is the enlightened public school system and the enlightened public school administrator who think of the school as open not only from eight in the morning to three in the afternoon, but after school hours and evenings, open to the whole community to be used for educational and recreational pursuits. Open also during the long summer months to be used as summer playgrounds for the youth of the community and as centers, where the adults can meet for whatever activities will enrich the lives of the individual and the whole community. This thought is not new—but it is only very recently that anything is being done to follow through on this philosophy.

"The strength and stability of democratic government depends upon the force of enlightened public opinion," said the preamble to the UNESCO London Conference.<sup>1</sup> As we ponder these words, we would do well to remind ourselves that the core concept of the adult education movement, which originated in the folk schools of Denmark, strongly stressed the improving of society by producing and sustaining an enlightened citizenry. We also must think of it as one of the principle means of making the democratic process effective, and of giving the people the full use of their mass intelligence in determining their own destiny.

As most people in the field see it, adult education embraces whatever help in living can be had from the recorded or communicated experiences of others. It is made up of educational, recreational or vocational activities for everybody at all times and in all conditions. Promoters of adult education believe that there is a place in com-

munity center programs for such educational and recreational activities—for art, discussion of public questions and other activities which contribute to the betterment of ordinary living.

There are innumerable reasons given for the existence of adult education programs. For the sake of brevity, I will only discuss one—the fact that the affairs of the world, including the upbringing and teaching of children and adolescents, are in the hands of adults. In order to do their jobs adequately—whether it be in the area of good family relations, of world affairs, or somewhere in-between individual concerns and global issues—men and women constantly require more knowledge, deeper understanding and a chance to experiment with new ideas. It often seems, however, that what adults need most of all is an opportunity to continue developing their creative abilities, not only for the enjoyment to be found in creative activities, but also for the release from nervous tension which they give. This statement is also apropos to the recreational activities of an adult recreation program. Inward calm is an essential condition for increasing one's own perspective and one's grasp of another's point of view. Only as we acquire these attitudes shall we, as a people, be equal to the task of building a better world.

"America has always believed in education as a means of strengthening American democracy. Because of the dynamic period in which we are living, many men are going, and should go, back to school today to take courses dealing with the change in this new age. In addition, the latest resources within many communities are being

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*John F. Regan serves as the director of adult education and recreation in Watertown, Connecticut.*

<sup>1</sup>Mary L. Ely, *Handbook of Adult Education in the United States*, page 9.

Before I get into the objectives outlined for the adult education and recreation program for Watertown, Connecticut's public school department, I would like to take a little space to discuss briefly a problem that crops up frequently. This problem is the question arising of where education stops and recreation begins. The dividing line between education, particularly adult education, and recreation is extremely difficult, if almost impossible, to draw. There is a great deal of overlapping, and an activity that is educational and academic to one person would be play and recreational to another. Recreation means doing the things which one really wants to do. Perhaps the real and final test of whether any activity should be considered recreational must be the attitude of mind of the person taking part in the activity. It is very true that a great many of the activities which are frequently parts of programs of adult education—forums, crafts, music, dramatics—are activities which can be regarded under many circumstances

as recreation—to prove a point I made a while back. If taking part in these activities brings a satisfaction quite apart from any other benefits which may also accrue, then recreation is definitely a part of the whole adult education field.

The objectives of the adult education and recreation section of the Watertown public school system could be outlined as follows:

1. To offer to the community those activities in which adults would like to participate—either educational or recreational.
2. To coordinate and integrate existing facilities and resources in adult education and recreation in order to extend to as many as possible the opportunity for education and recreation.
3. To work in close cooperation with other public and private agencies and citizens of the community to promote continuing educational and recreational opportunities for the people.

The adult education and recreation section does not conceive itself merely as a purveyor of recreation or adult education, or as seeking to establish a set of relationships between the schools and the community. It sees itself as a part of the town's school system, working in partnership with other town services, agencies and citizens to set up and carry through educational and recreational activities. It seeks to house, to carry on and to encourage good neighborhood activities and to preserve and

promote increasingly productive relations with all those citizens, agencies and town services forwarding good life in our town.

The accompanying organizational chart shows how the Watertown adult education and recreation section is organized, the chains of authority, the program, and the method of financing. This large chart was used on many occasions as a visual aid in talks to local organizations the first year we were selling the program to the town.

The Watertown program is unique and, as far as I have been able to ascertain, seems the only one of its kind attempted by any public school department in the state of Connecticut.





The program, as it is being conducted now, has been in operation just three years. Camp is just coming up. In this period, the budget has grown from less than \$10,000 in 1946 to about \$18,000 for 1949. The total registration and attendance have grown more proportionately with an increase of over one hundred per cent in both totals in the three-year period.

The summer program, which is entirely recreational in nature, is aimed primarily at the youth of the community. It is financed mainly by the recreation council, a Community Chest agency, but the school department provides the director, the buildings and some money. Other community agencies, such as the Red Cross, the Boy Scouts and, for the first time this year, an item included in the town of Watertown's budget labeled recreation, help financially. Many private citizens and local industries contribute both materials and money to help out.

The program offers the use of six playgrounds and a day camp, and provides teen-age activities, baseball, basketball, a softball league, and a community swimming lake.

Another feature is an equipment and program loan service. Any agencies or individuals needing recreation equipment are free at any time to borrow all sorts of materials on a short-term loan. Our library of materials and books is also available to the community and used widely in setting up recreation programs for all types of age and interest groups.

The long-range planning calls for an expanded program of recreation during the summer months for the adults of Watertown. The winter program is held almost entirely in the public schools, and is financed principally by the school budget. The organization chart lists almost all the activities now being conducted. Added to this are activities which have started since the first of the year: ceramics, dramatic club, fly-tying and casting for fishermen, and hooked rug-making.

Something new in the field of adult education was organized last fall—an adult education and recreation program jointly conducted by the public school department and Taft School, a private preparatory school. The idea was to combine the faculties and to use facilities of both institutions.

For the first time, and in conjunction with this joint sponsorship of an adult education and recreation program, we are setting up an adult education council. As I see it, this council will have three main functions:

1. To advise the director of program activities.
2. To advise on means and methods of selling

the adult education and recreation program.


3. To help set up and follow through with long-range planning.

Coming under the duties of the director are two additional ones which are closely related to the general field of community organization. One is the issuing of permits to the public for the use of all school facilities. The second is the responsibility for the maintenance and upkeep of the playgrounds and athletic fields in town.


Along with the various duties connected closely with adult education and recreation, there also are many activities going on in the community which require his assistance. Being closely associated with the recreation council, all Community Chest financial drives and affairs must be attended. The director must also devote time to Red Cross meetings on water safety and first aid, and these take some time and endeavor. In addition, there are many other agencies in the community which have varying degrees of interest in the program and their needs must be met. I believe that it is only by satisfying such needs and building up a spirit of very good cooperation and integration that any kind of success in this field can be achieved.

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Mildred Scanlon

**F**IRST IMPRESSIONS are so important! They need to be carefully planned because they tell much, much more than most people suspect. Of course, the theatre has always paid serious respect to their importance, and stage designers have spent many a long hour working on a set that, at the raising of the curtain, will tell just the story they want it to convey.

Recreation centers should give equally as much thought to the matter because, with the opening of the front door, just such a tale is told! It isn't always the tale the director likes—but with a little planning, she can make it a different story!

When the visitor puts his foot inside the front door, he forms some very definite opinions about the efficiency of staff in running the building and about the person who supervises the housekeeping chores. Dirty woodwork, soiled curtains, scuffed stairs, finger-marked doors and dusty lights scream of negligence, laxity and an "I-don't-care" attitude on the part of everyone concerned. Maybe there *isn't* enough money—or help—available to do the job properly, but some directors faced with that problem have organized bucket brigades, clean-up squads and Tom Sawyer parties in which center groups themselves had a gay time scrubbing and

## INSIDE STUFF

*Community Recreation Centers Series—II*

painting. It's all in the director's approach, of course!

By the time his second foot is inside the door, the visitor should have noticed *more* than the clean, attractive front entrance. The bulletin board should have caught his eye and informed him of all the exciting events of the week, with special emphasis on the ones for today and tonight, their time and location.

The building directory should have pointed out the path to follow to get to the big event-of-the-evening or to any of the other activities going on in the building. How many times have you heard people say, "A library? I never knew there *was* one in the building!" Don't keep any secrets—let the building directory tell all it can about what the place has to offer.

A perfect arrangement would be one in which the director could meet and greet every person as he entered. But there's no such thing as a perfect arrangement! The next best thing would be to have a picture of the staff, mayor, junior chairman or club council conspicuously posted and labeled. The visitor could then feel more comfortable knowing who his host or hostess is!

Needless to say, it won't do any good to have all this helpful information and hospitality about if it can't be seen! So make sure that your recreation center is brightly illuminated and as pleasing and attractive as possible.

Make yours a grand entrance, and success is bound to follow!

---

*Mildred Scanlon is a leadership training specialist on the staff of the National Recreation Association.*

*Illustrating the wise use of volunteer skill.*

## An Astronomy Group

**Doris Mann Stierli**



SOME ADULTS enjoy bowling in their leisure time; while others find their recreation by donning old clothes and hiking through the woods. In the communities of Caldwell-West Caldwell, New Jersey, a group of approximately thirty men and women finds its pleasure in the study of astronomy.

This hobby group has built its own telescope, made a detailed study of star charts, and has greatly increased its knowledge of this fascinating field, all within the period of one year.

You may ask, "How did this recreation activity come about?" or "What part did the recreation commission play in establishing such an organization?"

The boroughs of Caldwell and West Caldwell are very fortunate in having a volunteer leader such as Robert M. Greenley, an optical instrument maker who has had vast experience in the field of astronomy. At one time he was a member of an astronomical society in Teaneck, and has always visualized such a group in Caldwell. He has also given astronomy courses in the adult education program offered by the town's board of education. However, Mr. Greenley realized the need for a carry-over of this activity after the basic course of instruction was completed. If only this group, composed of both novice and advanced astronomers, could have a club and meeting place to continue with their research! And so, with the assistance of the recreation commission, a "West Essex Astronomical Society" was born. The commission obtained a high school room where the club could meet once a month to carry on its

program and now handles all publicity for the club through the weekly paper.

This self-supporting organization reveals a real cross-section of the two boroughs. The roster includes engineers, clergymen, teachers, a movie projectionist, clerks, mechanics, librarians and milkmen. The only requirements necessary to become a member are the contribution of an annual fee of two dollars and a genuine interest in astronomy.

The progress of the club, under the excellent leadership of Mr. Greenley, has been truly amazing. Each member has worked on the building of a telescope—of the mirror-reflector type similar to telescopes used in Mt. Wilson and Mt. Palomar, California, observatories—which will serve a dual purpose of scientific and educational value. Not only will the society benefit from this telescope, but it also will be used by the Caldwell schools for visual-aid demonstration.

The club is primarily an observation group. If the sky is clear, telescopes are set up and the participants become engrossed in watching the many constellations. There have been as many as four telescopes in operation at one time. Program is also provided by eminent amateur astronomers who speak on subjects associated with the work they are doing at the time, and films are sometimes shown of sunspots and allied solar phenomena.

Future plans for the club include an additional observing night midway between meeting nights, and an occasional "Star Party" which will be open to the public. Several telescopes will be set up, with a member who is prepared to answer questions assigned to each one. The parties should provide an excellent opportunity to sell the program and make more citizens star conscious.

*Doris Mann Stierli is the assistant superintendent of recreation in Caldwell-West Caldwell, New Jersey.*





Small children were not forgotten—noon recreation at elementary school. Note checkerboard on floor.

## Fun in Moscow

**“W**HAT DO YOU mean, ‘fun in Moscow’? I thought everything behind the Iron Curtain was . . .”

Oh, no, I mean Moscow, Idaho, the dry pea capital of the nation. This is a community of 8,500 citizens, plus University of Idaho students, which includes funds for public recreation in the municipal budget, hires a full-time recreation director and has set up facilities for the leisure-time betterment of its citizens. So Moscow has another trophy to hang in the city hall in addition to ribbons for cleanliness and the outlawing of flies. Almost from the day it stepped into the ranks of a city in 1883, its recreation-consciousness has been the envy of people in less progressive communities. Organized recreation grew with the city through the years until World War II. A municipal swimming pool, tennis courts and a softball diamond, as well as the inclusion of adults and pre-school children in the program, were features of this period. However, in the early 1940's, juvenile delinquency and other problems of too-much-leisure-time increased.

Moscow's PTA then started the ball rolling toward a bigger and better recreation schedule. Sparkplugged by it was a community recreation committee composed of members from each local service club and the public schools, plus George Greene and Leon Green of the University of Idaho Department of Physical Education. This committee was directed by the city chamber of commerce.

*Although not a professional recreation worker, Robert Forbes felt that his hometown's recreation program was satisfying enough to be written up for RECREATION.*

To members of that early committee goes much of the credit for success in the planned fun venture.

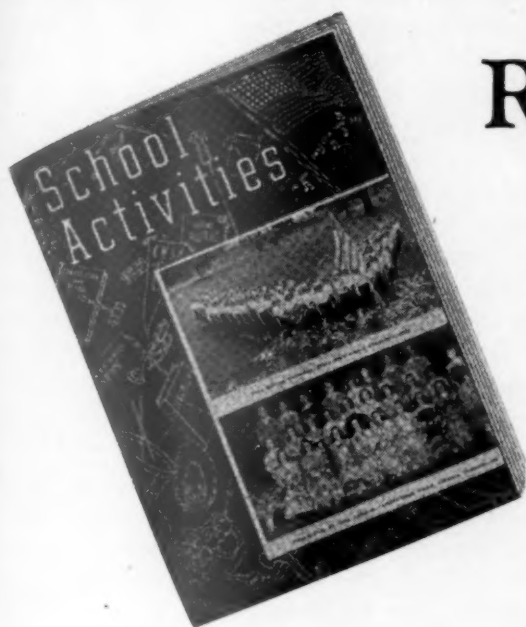
Greatest share of credit for the city recreation program should go to Leon Green, however. It was largely because of his professional interest that the Moscow program continued through the last ten years. He has also been instrumental in stimulating interest in recreation statewide. Recently, both Weiser and Nampa, Idaho, saw the wisdom in employing a full-time recreation director, largely through Green's efforts.



Proud winner of pet parade. Special events at park include all age groups.

In 1947, the Moscow City Council voted to make the recreation committee a permanent body and allot tax money for its disposal. This budget allowed the employment of a full-time director of recreation and the help of several part-time or seasonal experts. The head post was filled last June by Carl Munson, Vandal gridman of 1946 and 1947.

The council also put the efforts of the committee  
(Continued on page 338)



# RECREATION

*is one of the fields in which*  
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## School Activities Publishing Co.

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## Fun in Moscow

(Continued from page 336)

on a more permanent basis with the creation of a city recreation commission.

The program has been booming in Moscow for the last three years, being especially active during the past two summers. In 1949, city recreation drew the amazing total of 70,000 participation-hours at a cost to the taxpayer of less than six cents per hour.

Many townspeople of all ages had fun in the city recreation park, where baseball games were organized, the swimming pool was kept busy twelve hours a day, bicycle races and special events were held. Among these last were a pet parade, water carnival, kids' circus, all-city swim meets, band concerts in the park, square dances, talent night, doll day, Indian festivals and day and night softball and baseball games for all ages. One of the most popular activities was the weekly scuffle on the ball diamond between the Half Pints and the Squirts. Baseball games between Moscow teams and those of near-by towns went on almost nightly, under a \$3,000 park lighting system made possible by the chamber of commerce.

The city high school was quiet not one summer day. Square and folk dancing classes took over the gymnasium, while the auditorium resounded to the tootlings and booms of a daily band concert. Children nine to twelve years of age formed a group which discouraged weeds on the high school baseball diamond.

Small children were not forgotten in the rush either. They had a special park, with wading pool, sandpile and swings, in Moscow's East End. Here doll days, Indian lore and a rhythm band were featured. In addition, for two successive years, Anne Livingston, recreation leadership specialist of the National Recreation Association, conducted a training school in Moscow and did much to help the leaders in the city.

A noteworthy development in Moscow's awakened civic pride and recreation program can be seen on city streets at Santa Claus time. A community Christmas tree, greens and lights on every lamppost, a fir bough canopy over Main Street, and daily programs of carols were quite an undertaking for the city. All of the towns close to Moscow also take part in the yuletide programs, which include a Genesee Day, Potlatch Day, Troy Day and so on.

Winter doesn't bring an end to the outdoor side of Moscow's fun. Skiing instruction has been

given on the Robert Peterson farm just outside of town. The municipal baseball diamond is flooded to make an excellent skating rink; a hilly street in town is blocked off to provide a safe place for youngsters and their sleds. A City Recreation Basketball League has been formed with eight teams and over one hundred players participating.

A milestone in emphasis on the right kind of fun in Moscow was passed in October, 1948. At that time, a new city recreation center was opened—a full-depth, first-floor room on Main Street in the middle of the business district. The event drew a capacity crowd of over five hundred people, who came to look the place over, enjoy refreshments and take in an exhibition of square dancing and entertainment.

Munson outlined a tentative program for the center including handcraft nights, community chorus sessions, stamp trading, fly-tying, ping-pong and checker tournaments, square dances and teenagers' night. The older folks are not to be forgotten for an afternoon is to be reserved for them.

Moscow Mayor, R. K. Bonnett, is well-pleased with the recreation program. He says, "Our small tax levy has been repaid manifold by more contented children and grownups."

---

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## High Times

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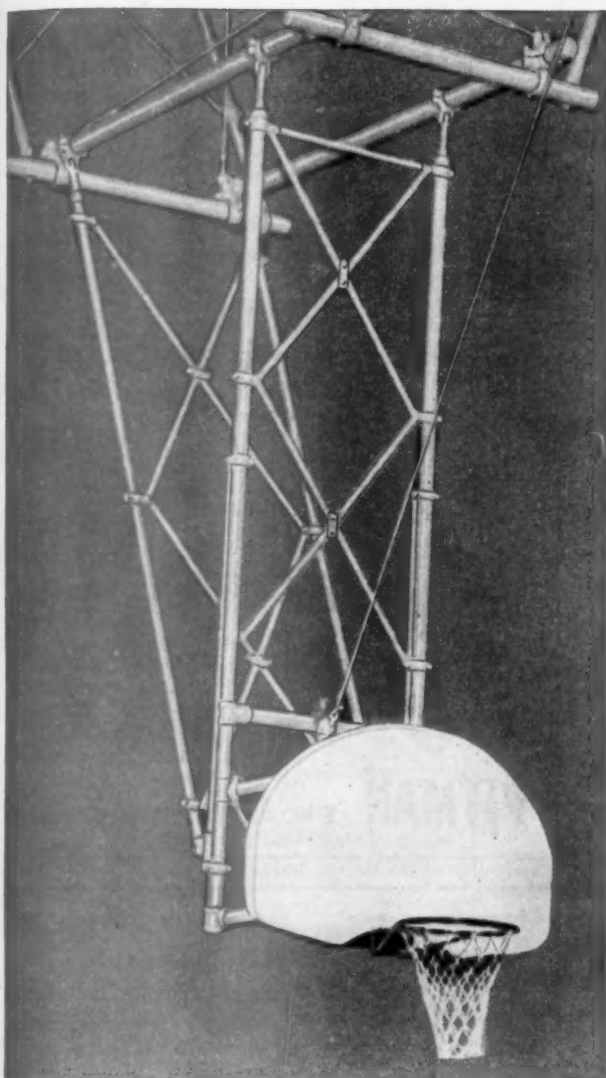
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## Books Received

- Art of Officiating Sports, The**, John W. Bunn. Prentice-Hall, Incorporated, New York. \$5.00.
- Basket Ball**, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.
- Brave Cowboy Bill**, Kathryn and Byron Jackson. Simon and Schuster, Incorporated, New York. \$25.
- Child's First Cook Book, A**, Alma S. Lach. Hart Publishing Company, New York. \$1.25.
- Christmas in the Country**, Barbara Collyer and John R. Foley. Simon and Schuster, Incorporated, New York. \$25.
- Camping**, Arthur H. DesGrey. The Ronald Press Company, New York. \$3.00.
- Flowered Donkey, The**, Margaret Mackay. The John Day Company, Incorporated, New York. \$2.25.
- Gay Parties for All Occasions**, E. O. Harbin. Abingdon-Cokesbury Press, New York. \$2.95.
- Golden Circus, The**, Kathryn Jackson. Simon and Schuster, Incorporated, New York. \$1.00.
- Great Big Fire Engine Book, The**. Simon and Schuster, Incorporated, New York. \$1.00.
- Gymnastics and Tumbling**, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.
- Henry Hare's Boxing Match**, Dorothy Clewes. Coward-McCann, Incorporated, New York. \$1.00.
- Howdy Doody's Circus**, Edward Keane. Simon and Schuster, Incorporated, New York. \$25.
- Let's Celebrate Christmas**, Horace J. Gardner. A. S. Barnes and Company, New York. \$2.50.
- Making Good Communities Better**, Irwin T. Sanders. University of Kentucky Press, Lexington, Kentucky. \$2.00.
- Recreation**, Ferd John Lipovetz. Burgess Publishing Company, Minneapolis, Minnesota. \$4.50.
- Paddy Points the Way**, David Grew. Coward-McCann, Incorporated, New York. \$2.75.
- Play-in-Bed Fun**, Marion Jollison. Hart Publishing Company, New York. \$1.25.
- Recreation Time**, Winifred Prendergast. J. M. Dent and Sons, Limited, Toronto, Canada. \$1.50.
- Shallow Water Diving**, Hilbert Schenck, Jr., and Henry Kendall. Cornell Maritime Press, Cambridge, Maryland. \$2.50.
- Silver Blades**, Sarah Louise Barrett. Dodd, Mead and Company, New York. \$2.50.
- Swimming and Diving**, revised by the V-Five Association (Committee). U. S. Naval Institute, Annapolis, Maryland.
- Twenty-three Boats You Can Build**, compiled by the editors of *Popular Mechanics Magazine*. Popular Mechanics Press, Chicago, Illinois. \$2.00.
- What to Make, Volume 12**, compiled by the editors of *Popular Mechanics Magazine*. Popular Mechanics Press, Chicago, Illinois. \$1.75.
- When I Grow Up**, Kay and Harry Mace. Simon and Schuster, Incorporated, New York. \$25.

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## Dog Training Classes

THE Milwaukee Department of Municipal Recreation, in cooperation with the Wisconsin Humane Society, conducts a Dog Training School at one of its social centers during the winter season.

"There is no such thing as a bad dog," says Gustave P. Utke, executive vice-president of the Wisconsin Humane Society. Recreation leaders and boys' club workers have often used a similar phrase made famous by Father Flanagan, founder of Boys' Town, who stated: "There is no such thing as a bad boy." Canine delinquency can be blamed on the owners of dogs. With proper treatment and instruction, any dog can be trained in good manners and obedience. On this premise, the Wisconsin Humane Society started an educational program for dog owners. The great value of this program for children is that it teaches them the proper relationship between themselves and their pets.

The animal welfare director of the society conducts the recreation department course of ten lessons for ten weeks for children from ten to sixteen years of age. Dogs from eight months to three years of age are admitted for training. At the close of the ten-week period, certificates are issued to those who have completed the course satisfactorily.

Children and dogs are taught to work together during the course, which includes the following training sessions:

(1) Lecture on dog care and training. This covers such points as patience, clear, firm commands, sharp corrections, length of time to work dogs, food, cleaning, and so forth. (2) Demonstration of commands. Heel, down, stay, come, sit. (3) Lesson on command to sit, working individually with class. (4) Lesson on command of sit and heel. (5) Lesson on command of down. (6) Lesson on command of stay. (7) Lesson on command of stand. (8) Lesson on command of recall or come. (9) Review of all commands for final tests. (10) Graduation day.

The graduation program is a test of the child's ability to handle his dog. Judges are selected from the Milwaukee Dog Training Club, and children and dogs are graded as they "strut their stuff." Trophies donated by service clubs and the Dog Training Society are awarded to the best performers.

Submitted by the Milwaukee Department of Municipal Recreation and Adult Education.

## City Ski School

MORE Syracusans have been learning ski fundamentals at their free Ski School since the old concept of a winter program as being almost exclusively indoors was destroyed with the establishment of sectional skiing instruction in the city's Thornden, Schiller, Onondaga and Burnet parks.

This school has not been limited to youngsters; particularly significant is the adult interest in Saturday skiing instruction. In all, 545 adults were taught skiing fundamentals, many of them in afternoon classes reserved for grownups.

The Ski School was approved by the United States Eastern Amateur Ski Association to issue fourth-class proficiency awards after the required tests. All instruction has been based on the New York State Unified Technique, taught by eight instructors selected from the Syracuse University ski school staff. Two ends have been accomplished by using this system. Since all instructors teach the same technique of skiing, a person can continue receiving instruction in any of the areas, without repetition or interruption in training, simply by notifying the new instructor of his progress at the previous area. Secondly, the emphasis has been on safe, enjoyable skiing fundamentals.

From the Centennial Year Report, Municipal Recreation Commission, Syracuse, New York.



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## Magazines and Pamphlets

- Park Maintenance**, June 1950  
Outdoor-Indoor Pool. (Detroit, Michigan)
- Beach and Pool**, June 1950  
Planning Your New Swimming Pool, Philip Ilsley.  
The Modern Swimming Pool—A Symposium (continued).  
Water Stunts and Games for Beginners, Russell Coffey.
- California Parent-Teacher**, June 1950.  
Are You Ready? Robert W. Crawford.
- Today's Health (Hygeia)**, July 1950  
Hobbying Their Way to Health, Rose Henderson.
- Parks and Recreation**, July 1950  
Fair Park Civic and Sports Center at Dallas.  
From Rest Park to Playground, Charles E. Doell.  
Leasing the Park Refreshment Activities, Bernard G. Memmel.  
A Workable Formula, Charles F. Weckwerth.  
Unusual Shelter Building for Minneapolis, Charles E. Doell.  
The Maintenance Mart.
- The American City**, July 1950  
Troy, Ohio, Completes Extensive Recreation Facilities, J. W. Stafford.  
Weirton's New Community Center.
- Concrete Grandstands**. Portland Cement Association, 33 West Grand Avenue, Chicago, Illinois.
- Community Planning for the Peacetime Serviceman**. Prepared by the President's Committee on Religion and Welfare in the Armed Forces. Superintendent of Documents, Washington 25, D. C. \$15.
- Making the Grade As Dad**, Walter and Edith Neisser. Public Affairs Committee, Incorporated, 22 East 38th Street, New York 16. \$20.
- Track and Field Rules and Records, 1950**. National Federation Advisory Track Committee. The Interstate, Danville, Illinois. \$35.
- Baseball Case Book, 1950**. National Federation of State High School Athletic Association. The Interstate, Danville, Illinois. \$60.
- Baseball Rules, 1950**. National Federation Codification Committee. The Interstate, Danville, Illinois. \$30.
- Campers Around the World**, Harold M. Patrick. Abingdon-Cokesbury Press, Nashville, Tennessee, \$50.
- Camping Days**, Harold M. Patrick. Abingdon-Cokesbury Press, Nashville, Tennessee. \$25.
- Blackboard Fun**, Victor Perard. Pitman Publishing Corporation, New York. \$1.00.
- Drawing Dogs**, Victor Perard. Pitman Publishing Corporation, New York. \$1.00.
- Drawing Flowers**, Victor Perard. Pitman Publishing Corporation, New York. \$1.00.
- Drawing Horses**, Victor Perard. Pitman Publishing Corporation, New York. \$1.00.
- Decorative Design**, Fritz Brod. Pitman Publishing Corporation, New York. \$1.00.
- Elementary Hand Craft Projects**, D. C. Blide. Pitman Publishing Corporation, New York. \$1.75.
- Figure Drawing**, Victor Perard. Pitman Publishing Corporation, New York. \$1.00.
- Lower Prices Coming!** William J. Baxter. International Economic Research Bureau, New York. \$1.00.
- Wages and Hours in the Amusement and Recreation Industry**. Division of Research and Statistics, State of New York, Department of Labor, New York.
- Children's Guide to New York**. Circle Publishing Company, New York. \$35.
- A Good School Day**, Viola Theman. Bureau of Publications, Teachers College, Columbia University, New York. \$60.
- The Group Leader in the Boys' Work Program of the YMCA**. Association Press, New York. \$1.25.

- An Eclectic Philosophy of Energy Emergence, Part I and The Application of an Eclectic Philosophy of Energy Emergence for Evocative Education, Part II**, G. M. Gloss. University of Maryland, College Park, Maryland. Part I, \$2.00; Part II, \$1.00; Parts I and II, \$2.50.
- Tourplay**, Winfield C. Higgins. The William-Frederick Press, New York. \$1.50.
- Guide Post to Good YMCA Day Camping**. Association Press, New York. \$50.
- Drawing for Fun**. Sentinel Books, Publishers, New York.
- When You Are in the Woods**, Fay Welch. New York State College of Forestry, Syracuse, New York.
- Teaching Beginners to Swim**. Beach and Pool, New York.
- Bicycle Riding Clubs**. Bicycle Institute of America, New York. Free to club leaders and directors.
- Know Your Canoeing**, Western Division, American Canoe Association, 8224 S. Woodlawn Avenue, Chicago, Illinois. \$50.
- Lift Every Voice**, The Service Department, Box 871, Nashville, Tennessee. \$25 each; 20 for \$4.50; 50 for \$10.00; 100 for \$18.00.
- Community Centres**, The University of Manitoba Press, Winnipeg, Canada. \$1.00.
- Clubs for the Golden Age**, The Ohio Citizens' Council for Health and Welfare, Columbus. \$1.00.
- Twenty Teepee Tales for "Y" Indian Guides**. Association Press, New York. \$75.
- How to Turn Ideas Into Pictures**. National Publicity Council for Health and Welfare Services, Incorporated, New York. \$1.00.
- Safety Education**, September 1950  
Safety in the Woodshop (Safety Education Data Sheet).  
A Basic Program, William R. Mason.
- Park Maintenance**, September 1950  
Magnet of Lights Pulls in the Recreation Crowds. Better Budgeting Means Better Parks, Robert P. Aex.
- Parks and Recreation**, September 1950  
Recreation Values in the National Forests, John Sieker.  
Purpose of State Parks, Kermit McKeever.  
Arizona City Expands Its Recreation Facilities, Marguerite Clark.  
Public Interest Programs by Parks and Newspaper, Ellery Stewart.
- Journal of the American Association for Health, Physical Education and Recreation**, October 1950  
Tomorrow's Playgrounds for Today's Children, Samuel Snyder.  
A Basis for Community Planning in Recreation, Lewis R. Barrett.  
A Recreation Policy Statement. Official AAHPER Action.

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## New Publications

### *Covering the Leisure-time Field*

#### Family Fun Book

Published by the publishers of *Parents' Magazine*.  
Order from Subscription Department, Parents'  
Institute, Bergenfield, New Jersey. \$1.00.

**H**ERE is a gay little book to keep in a handy place where all the family can use it! Like a good cook book, all the fun recipes have been tried and tested, and they all work!

Have you a "play tyrant" in your home? A child who demands attention every minute of the day? Teach him, through play, to be self-reliant in his amusements before he's five and he'll never grow into a restless, bored adult. The chapter "Help Your Child To Entertain Himself" is a wise, interesting account of how a small boy, John, was led into good play habits from the time he was less than a year old.

Do you worry over your teen-agers being out so many evenings? There's a chapter called "Nine Easy Homemade Parties," all tried successfully with teen-age children.

When your child is ill or recovering from an illness, do you know little, inexpensive ways to keep him amused? Do you know what kinds of toys to select for a three-year-old? Or what toys to take on vacation or on an automobile trip? Best of all, do you know how to use your imagination in devising play equipment out of odds and ends? Have you ever thought about using an old pump, a butter-churn, a food chopper, an old mattress, a tire pump or a pulley as fascinating play equipment? Read that chapter and learn how.

Are you good company to your children on picnics? Do you use the four seasons to give your child an appreciation of nature and the out-of-doors?

All these, plus lots, lots more, are packed into these 158 pages—all so simple, and so practical! And such fun to read! You'll want to sit right down and try out some of these ideas. All they need is imagination and willingness—no expensive gadgets, no elaborate toys and games—just homey, everyday things that will give pleasure to all the family, and a new zest to family living!—*Virginia Musselman*, Correspondence and Consultation Service, National Recreation Association.

#### Communities for Better Living

James Dahir. Harper and Brothers, New York. \$4.00.

**T**HIS should interest everyone in the recreation field as well as others who work in community organization. It contains a great many examples of community planning, with emphasis on the social aspects of it, from various local projects to whole communities which have been built from scratch. Mr. Dahir's descriptions of the various movements and theories concerned with community planning—such as the Greenbelt towns, the Peckham Experiment and others—are exceedingly interesting and valuable. Another important feature is the good bibliography with which the book ends.—*Arthur Todd*, District Representative, National Recreation Association.

#### The Age of Indiscretion

Clyde Brion Davis. J. B. Lippincott Company, New York. \$3.00.

**T**HE AGE OF INDISCRETION is not a recreation book, but its application to recreation work makes it of interest to all the people in the field. It tells of the "good old days," at the same time pointing out that the present ones are better and, that contrary to many ways of thinking, culture has not declined. Much of the theme is based upon the town of Chillicothe, Missouri, fifty years ago and now.

An antidote to such books as *I Remember Mama* and *Chicken Every Sunday*, it is written in a genial, humorous style which makes it particularly readable.—*Arthur Todd*.

#### From Native Roots

Felix Sper. The Caxton Printers, Limited, Caldwell, Idaho. \$4.00.

**D**R SPER'S survey of the growth of American drama from the pageant to local legend play should serve as an inspiration to all directors of community theaters. Dividing the country into thirteen units, the study covers the dramatic resources of each section, explaining how dramatic literature springs from the social and economic backgrounds of the citizenry. The works of all our

major regional dramatists are explained, and an excellent bibliography makes possible further study of this all-important "grass roots" development of the American theater.

*From Native Roots* should encourage all students of dramaturgy to seek out local legends, customs and history for their future plays. There is still a vast reservoir of material lying untapped for the ambitious playwright and pageant-maker—and from this source alone will spring the true national theater.—*Lorraine Williams*, Correspondence and Consultation Service, National Recreation Association.

### Clubs for the Golden Age

The Ohio Citizens' Council for Health and Welfare, Columbus, Ohio. \$1.00.

**T**HIS STUDY of sixty-seven clubs for the older adult in Ohio contains much information and comment of value to anyone planning to start recreation activities for this group or wishing to extend or improve existing club services. It covers all phases of the question, including demand, participation, age range, facilities, leadership, finance, program, membership participation and the type of older people interested in the club activities.

### Children's Book Week

November 12-18

"Make Friends with Books"

### For the Younger Set

*Fifty Nifty Crossword Puzzles for Boys and Girls*, edited by Tom B. Leonard.

*Play-In-Bed Fun*, by Marion Jollison.

*Eighty Play Ideas for Little Children*, by Caroline Horowitz.

Each of these books sells for \$1.25 and is published by the Hart Publishing Company, New York.

**Y**OUNGSTERS of various ages will have a wonderful time with these new, colorful books. They can entertain themselves or share some of the more challenging problems with their parents and friends.

As one young man of eleven said after an hour with *Fifty Nifty Crossword Puzzles*, "I could spend the whole afternoon working on this book. I like best the crossword puzzles which have special pictures of a ship, a clown, a Halloween witch, the cow jumping over the moon and the others. There are a few words I can't understand so I'm learning words I never knew. But I don't mind learning if it's fun, too."

These crossword puzzles are especially designed for boys and girls between the ages of nine to fourteen. There are easy ones in the front of the book for beginners, slightly more advanced ones next in line and real puzzlers at the end.

*Play-in-Bed Fun* is fine tonic for the young child who must stay put, but any five-to-eight-year-old who wants to be entertained when there's no one with whom to play will also be delighted with it. This book is crammed full of gay story-games, coloring and drawing fun, picture quizzes and loads of other ideas which help make the hours fly by. All directions are predicated on a very limited reading knowledge so that the boy or girl who is fairly new at reading can enjoy each page without the aid of a parent or teacher.

*Eighty Play Ideas for Little Children* offers fascinating play suggestions for the toddlers—four to seven years of age. There are over one hundred illustrations with suggestions for self-play, simple games, gifts tots can make, games for quiet hours and small space. The materials used for constructing an art gallery, a "ball" for a special game, a giddyap horse and the many other objects to be created for play and re-play are safe, easy to handle, cost practically nothing and are usually found in most homes.

Of course, the children in this age group will have to depend on parents or teachers to read the games or play ideas to them. For this reason, the book is written as if it were addressed to the child himself so that he will feel that he is actually directing his own play.

### Social Service Resources

**A** NEW STATE directory has just come off the press—the first *Directory of Social Service Resources in Massachusetts*. Published jointly by two central planning organizations—the Massachusetts Community Organization Service and the United Community Services of Metropolitan Boston—the directory lists over 3,300 tax-supported and voluntary agencies, covering all 351 cities and towns in the state. It is a compact handbook, selling for \$2.50 a copy. Orders should be addressed to Directory Secretary, United Community Services, 14 Somerset Street, Boston 8, Massachusetts.





# *Recreation Leadership Courses*

(Sponsored jointly by the National Recreation Association and local recreation departments)

*November and December 1950, January 1951*

|                                      |   |   |
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| HELEN DAUNCEY<br>Social Recreation   | Elba, Alabama<br>November 6-10                    | K. G. Krook, Superintendent of Schools  |
|                                      | Wetumpka, Alabama<br>November 13-17               | J. R. Formby, Superintendent of Schools, Elmore County  |
|                                      | Montpelier, Vermont<br>November 27-December 15    | Mrs. A. O. Brungardt, Vermont Director of Recreation  |
|                                      | Toledo, Ohio<br>January 8-12                      | Arthur C. Morse, Supervisor of Recreation,<br>214 Safety Building   |
| ANNE LIVINGSTON<br>Social Recreation | Great Bend, Kansas<br>November 6-10               | Carl Soden, Great Bend Recreation Commission  |
|                                      | North Central District<br>November 13-24          |   |
|                                      | Logan, Utah<br>November 27-December 1             | Carl Frischknecht, Director, Extension Service, State Agricultural College  |
|                                      | Thibodaux, Louisiana<br>December 11-15            | A. Le Blanc, Jr., Superintendent, Lafourche Parish Recreation Commission  |
| MILDRED SCANLON<br>Social Recreation | Winston-Salem, North Carolina<br>January 22-26    | Loyd B. Hathaway, Superintendent, Department of Recreation  |
|                                      | Tyler, Texas<br>November 6-10                     | Robert Shelton, Director of Parks and Recreation, City Hall   |
|                                      | New York, New York<br>November 13 and November 20 | Miss Jessamine Cobb, Director, Youth Division, Federation of Protestant Welfare Agencies, Inc., 207 Fourth Avenue |
|                                      | Rockford, Alabama<br>January 8-12                 | C. W. Thompson, Superintendent, Coosa County Schools  |
| FRANK STAPLES<br>Arts and Crafts     | Monroeville, Alabama<br>January 15-19             | H. G. Greer, Superintendent, Monroe County Schools  |
|                                      | Chatom, Alabama<br>January 22-26                  | T. B. Pearson, Superintendent, Washington County Schools  |
|                                      | Camden, Alabama<br>January 29-February 2          | W. J. Jones, Superintendent, Wilcox County Schools  |
|                                      | Elkhart, Indiana<br>November 6-17                 | K. Mark Cowen, Superintendent, Board of Parks and Recreation, Municipal Building                                  |
| GRACE WALKER<br>Creative Recreation  | Springfield, Illinois<br>November 20-24           | H. Francis Shuster, Superintendent of Recreation, City Hall   |
|                                      | Butler, Pennsylvania<br>November 8-10             | Robert E. Kresge, Director of Public Recreation   |
|                                      | Tampa, Florida<br>November 27-December 1          | Mrs. Margaret Hamilton, Director, City Recreation Department, 710 Harrington Street                               |
|                                      | New Windsor, Maryland<br>December 26-30           | Miss Deane G. Rumburg, Secretary, Recreation Laboratory Committee, 329 Market Street, Salem, Virginia             |

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to the location of the institute, contents of courses, registration procedure and so forth, communicate with the sponsors of the institutes as listed above.

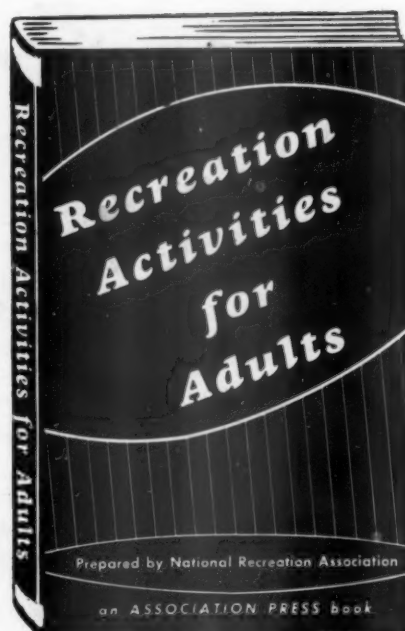
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#### **Part I: How To Do It**

Important steps; facilities and equipment; publicity; methods of conducting competitive activities; considerations in league and tournament organization; conducting games for large seated groups; planning recreation events.

#### **Part II: Indoor Activities**

Game room activities; games for large and small groups; guessing games and mental gymnastics; riddles and puzzles; tricks and mystery games; dinner table fun; hilarious stunts, contests, relays.

#### **Part III: Drama, Music, Hobbies**

#### **Part IV: Outdoor Games**

Team games; games for two or four players; relays; low organized games; winter sports.

#### **Part V: Water Sports**

Swimming; water games and stunts; relays and races; aquatic tests; swimming tests; boating.